

# MiZoomi

LEARNING ACCELERATED

**2021SP ISLT 9471 Instructional Systems Design  
Dr. Danna Wren**

## **ISD Final Project**

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& Linda Stinson

# MiZoomiTrainers

## **ANGELA JARECKI**



Angela is a freelance illustrator and writer. She began her career working for Hallmark Greeting Cards as a card illustrator and designer. After working in the studio for many years, she began her freelance career by illustrating children's books. Angela has always had a love for teaching so she began to write course curriculum for online classes that cover a variety of topics.

Currently along with her freelance and online teaching, she is also involved with Community Bible Study, where she is now the Associate Teaching Director. As ATD, she trains small group leaders, writes curriculum, and helps conduct yearly leadership training. Angela is now pursuing her Master's degree from the University of Missouri in Learning Technologies and Design.

**Project Roles: Co-Project Manager, Needs Analysis, Learner Analysis, Materials for Training, Formatting, Resources and Revisions  
Proofreading, Subject Matter Expert**

## **CARLOS (JUAN) MEDINA**



Carlos is a Sociology and Spanish Professor at a Community College in Southern California. He has been working in the same field for the past 15 years. He also serves as a Department Chair for the Language Arts and Communication Department. He is currently working on his Masters of Science in Learning Technologies and Design at the University of Missouri.

With his Master's degree in Learning Technology and Design, he would like to teach students who are incarcerated via an online platform allowing them to work towards a college degree. Carlos is passionate about providing opportunities to these young students to allow them opportunities in the future.

**Project Roles: Broad Goals and Big Ideas, Contextual Analysis, Resources, Content Creator, Revision**

# MiZoomiTrainers

## LINDA STINSON



With a love for Career Technical Education Linda wants to do what she can to help CTE educators. She taught Family Consumer Science for fourteen and a half years. Leaving the classroom to pursue something different she landed at the Missouri Department of Elementary Education. Linda works in the Office of Career and College Readiness, Skilled Technical Sciences Division. Her classroom experience and training allows her to help educators throughout Missouri.

Linda has a desire for life-long learning. She is currently pursuing her Education Specialist Degree from the University of Missouri in Learning Technologies and Design. She looks forward to what the future has to offer with her new knowledge and skills. Other interests include spending time with her cat, Rummi.

**Project Roles: Subject Matter Expert, Types Of Learning Experiences, Contextual Analysis, Implementation Plan, Materials for Training, References, Resources**

## MEGAN LAMKINS



Megan is an educator with six years of experience teaching first and second grade in the Saint Louis area. She has a BA in Elementary Education from the University of Missouri-Kansas City and a MA in Education from Lindenwood University. She is finishing up her Education Specialist degree in Learning Technologies and Design at the University of Missouri in May of 2021.

In the upcoming school year, she will be taking over as an Instructional Specialist at East Valley Institute of Technology in Mesa, Arizona where she will be leading daily professional development, leading the mentor program, and providing support for educators and administrators. She is excited to use skills from the Learning Technologies and Design program to help teachers at EVIT become the best teachers possible.

**Project Roles: Co-Project Manager, Task Analysis, Learner Analysis, Revisions, Resources**

# MiZoomiTrainers

## ***MINJON JONES***



Minjon is a retired educator with 14 years of experience and a strong passion for teaching and learning. She has taught grades 2<sup>nd</sup>, 3<sup>rd</sup>, 5<sup>th</sup>, and 6<sup>th</sup>. Gifted with no favorites. A lifelong learner, Minjon earned her Bachelor of Science in Education at the University of Georgia, Master in Education Early Childhood at Piedmont, MBA at Columbia College, and currently, she is working on her Master of Science in Learning Technologies and Design at the University of Missouri.

Minjon also owns and operates a small business named Baked Paper. Baked Paper is an artisan business featuring homemade, small batch baking and handmade papercrafting. Minjon is currently reconstructing the website and creating “soon to launch” three subscription boxes: Milk & Cookies, Cards & Cookies, and Cocktails & Cookies.

**Project Roles: Summative Assessment, Powerpoint Screensavers, Materials for Training, Resources**

## ***Solveig Lassen-Greene***



Solveig is an elementary educator with 14 years of classroom experience. She gained her Master's degree in Educational Leadership in 2014 and is currently working on her Specialist degree in Learning Technology and Design. Solveig has been a mentor teacher for LSU students working on their Master's Degrees for the last six years.

Currently, she is working on her certification for the Louisiana State Teacher Mentor Program. This year she was accepted into the East Baton Rouge District Leadership Program and anticipates finishing in June 2021. During the duration of the 2020/2021 school year Solveig has been the 1st grade hybrid teacher for her school. Teaching, technology and learning new approaches to increase student achievement is her passion.

**Project Roles: Learning Objectives, Formative Assessment, Resources, Revisions**



## Welcome!

Due to the Covid-19 pandemic, online learning has quickly become the new norm. As schools and educators have struggled to keep students learning and achieving, while adhering to social distancing standards, Zoom became one of the top platforms of choice to keep classrooms open.

Zoom can enrich lessons and help students learn by creating online learning experiences where they can communicate in real time, from anywhere, at any time. Zoom is affordable, accessible, and user friendly. Whether Zoom is used for in-person, hybrid or remote students, MiZoomi is offering training that will give the skills needed to make Zoom a successful tool for educators.

MiZoomi training is designed to help increase teacher understanding, appreciation, and usability of the Zoom platform. Our desire is to train and prepare new educators with the tools and knowledge they need to successfully construct a Zoom meeting with many of the advanced features. Educators will leave MiZoomi training feeling confident in their ability to use Zoom as their classroom.

### **Training Expectations for the Participant:**

- The role of the participant is to become knowledgeable about Zoom by fully taking part in the MiZoomi training.
- The training will require active participation throughout the program in order for the trainee to fully understand the potential usages of Zoom. Active participation in live online sessions includes, but is not limited to, participating in virtual classroom activities, discussions, breakout sessions, and intersession work.

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## I-A. Broad Goals and Big Ideas

### Zoom Training Main Objective

MiZoomi is a three-day face-to-face training program that takes place within the larger **New Teacher Institute**, which is training that provides skills to help industry professionals succeed in the classroom. Industry professionals are those that may have high technical or specialized skills in well-defined areas, yet are new to the classroom and do not have teaching experience. Our portion of the training, the **Zoom Professional Development Training**, deals primarily with providing knowledge and the technical skills needed to enable these industry professionals to take their current skill sets and transfer that knowledge into an online classroom.

Also, we are throwing in a few, big ideas that we hope will have the added benefit of equipping these industry professionals in such a way that their transition to that of a new educator is less stressful. Instruction will be face-to-face with five small groups of 10 learners. The intended audience, or the learner, will be industry professionals who are moving into classroom settings.

**The following are the high-level broad goals that guided our training development:**

- **After completing day 1, part 1 of the MiZoomi training, I, as a participant, will be able to accurately use features 1.1-1.8 of the MiZoomi training in a mock Zoom meeting monitored by a MiZoomi trainer.**
- **After completing day 1, part 2 of the MiZoomi training, I, as a participant, will accurately use features 2.1-2.8 of the MiZoomi training in a mock Zoom meeting monitored by a MiZoomi trainer.**
- **After completing day 2, part 1 of the MiZoomi training, I, as a participant, will accurately use features 3.1-3.8 of the MiZoomi training in a mock Zoom meeting monitored by a MiZoomi trainer.**
- **After completing day 2, part 2 training of MiZoomi, I, as a participant, will identify how to use best practices and etiquette for Zoom, by listing 4 examples of both, and justifying at least 2 of the chosen elements in a written paragraph/response.**
- **After completing day 3, training of MiZoomi, I, as a participant, will accurately construct and implement a Zoom session within a small group setting incorporating at least 9 of the advanced features from the training.**

**These are our big ideas:****Big Idea 1**

Zoom training will equip the participants with essential tools necessary to conduct meaningful lectures and expand student's understanding of the subject matter *in an online format*. We will present a training program that will include videos, hands-on work, group work, and handouts. One of our big ideas is to train industry professionals to know and understand how to use Zoom in such a manner that *they can focus on what their teaching goals are, and not on the Zoom client*.

**Big Idea 2**

We will have a section on Zoom Etiquette. Zoom is very different from a regular classroom setting and we want to prepare our learners for some of the hurdles they may face. We have a section where we will teach them how to make follow ups for students that may be having a hard time. Our desire is that our training will lead to not only *well equipped online instructors, but also a higher rate of student retention*.

**Big Idea 3**

We want the Zoom training to be fun and exciting Zoom training, *participants will have an opportunity to exercise their newly acquired technical skills by setting up their own Zoom classroom and facilitating a faux class with their fellow group members*.

**Big Idea 4**

During training, we will provide easy to understand materials, meaningful activities, and hands-on training opportunities that reflect the findings of our needs assessment. A Zoom training guide will be provided at the end of the training that will act as a reference guide that we hope *the learners will turn to for later use*.

**Big Idea 5**

One of our biggest ideas is to train and equip our learners in such a way that *they can in turn help others with the Zoom platform*. As trainers, we feel it is important that all participants learn the training cycle not only for the purpose of future implementation, but also that these new educators can take something back to their school district that would benefit others educators as well.

## I-B. Learning Objectives

**Learning objectives will be monitored by trainers to ensure goals are being met. Trainers will use the chart below to help guide them if participants are not meeting learning goals.**

% of learners meeting learning goals	Action Plan
80% or more of the learners meet the learning goal.	Move on with instruction. Utilize available times for the learners to reteach skills that are not mastered. Learners may also schedule one on one Zoom tutoring in the evenings.
61%-79% of learners meet the learning goal.	Small group instruction focused on reteaching the learning goal to the designated group at break times. Learners may also schedule one on one Zoom tutoring in the evenings.
60% or less of the learners meet the learning goal.	Reteach skill to the entire group explicitly. Then, utilize small groups and one on one instruction for practicing. This will take place during regularly scheduled training. Learners may also schedule one on one Zoom tutoring in the evenings.

**While completing day 1, part 1 of the MiZoomi training, 80% or more of the participants will accurately use features 1.1-1.8 of the MiZoomi training in a mock Zoom meeting monitored by a MiZoomi trainer.**

- 1.1** Learners will be able to manage downloading and installing Zoom on their device following the demonstration.
- 1.2** Learners will be able to create their personal Zoom profile after the training demonstration.
- 1.3** Learners will be able to appraise audio and visual equipment functions by testing features.
- 1.4** Learners will be able to locate Zoom account subscription status.
- 1.5** Learners will be able to record Zoom meetings with a partner.
- 1.6** Learners will be able to set up Zoom meeting invites independently.
- 1.7** Learners will be able to repeat steps for joining Zoom meetings.
- 1.8** Learners will be able to operate Zoom waiting room features.

**While completing day 1, part 2 of the MiZoomi training, 80% or more of the participants will accurately use features 2.1-2.8 of the MiZoomi training in a mock Zoom meeting monitored by a MiZoomi trainer.**

- 2.1** Learners will be able to mute and unmute the microphone without any support.
- 2.2** Learners will be able to operate video camera features in meetings without any support.
- 2.3** Learners will be able to change participant names in a mock Zoom meeting correctly without any support.

**2.4** Learners will be able to change his/her virtual background in a mock Zoom meeting on the first try.

**2.5** Learners will be able to utilize the touch-up feature accurately.

**2.6** Learners will be able to record a Zoom meeting successfully and independently.

**2.7** Learners will be able to share his/her screen in a meeting within a minute, with a partner.

**2.8** Learners will be able to manage the whiteboard to enhance lessons during a Zoom meeting correctly.

**While completing day 2, part 1 of the MiZoomi training, 80% or more of the participants will accurately use features 3.1-3.8 of the MiZoomi training in a mock Zoom meeting monitored by a MiZoomi trainer.**

**3.1** Learners will be able to manipulate break-out rooms for a Zoom meeting correctly.

**3.2** Learners will be able to operate re-entry in a Zoom meeting within one minute.

**3.3** Learners will be able to utilize keyboard shortcuts correctly.

**3.5** Learners will be able to employ remote support independently.

**3.6** Learners will be able to operate manager camera controls independently.

**3.7** Learners will be able to demonstrate how to independently use security tools to secure meetings.

**3.8** Learners will be able to join a Zoom meeting by using a browser link successfully.

**After completing day 2, part 2 training of MiZoomi, the participants will identify how to use best practices and etiquette for Zoom by listing 4 examples of both and justifying at least 2 of the chosen elements in a written paragraph/response.**

**4.1** Learners will be able to distinguish best practices for using Zoom by correctly listing 4 practices.

**4.2** Learners will be able to establish Zoom etiquette by identifying four examples and justifying at least two of them in a written response.

**4.3** Learners will be able to reconstruct a live stream of a Zoom meeting accurately and independently.

**4.4** Learners will be able verbally propose ways to build a community within a Zoom meeting.

**4.5** Learners will be able to integrate and connect knowledge of Zoom into the workflow by providing a written response.

**After completing day 3, training of MiZoomi,** 80% or more of *the participants will accurately construct and implement a Zoom session within a small group setting* incorporating at least 9 of the advanced features from the training.

**5.1** Learners will be able to construct and implement a Zoom session in a small group setting.

Upon completion of the MiZoomi training, the participating members will construct a mock Zoom meeting to demonstrate knowledge of incorporating advanced features into a Zoom meeting with at least 9 of the advanced features from the training.

Given a pre and post-self-assessment, 80% or more of the participating members will increase their knowledge and attitudes towards utilizing Zoom by at least 25% from the pre-survey to the end survey.

## I-C. Needs Analysis

### Methods of Assessment

To establish a basis for our Needs Analysis, we have a survey that is sent to each of the participating districts that will be sending industry professionals that will be working as new teachers to our training. Since the participants will come from varied backgrounds and varied teaching needs one of our goals will be to find common ground. Namely what are the school districts (stakeholders) wanting their teachers to learn? Will the school be able to provide technical back-up to teachers that may have trouble with the platform? Questions along this line will help us know how much trouble-shooting we need to add to our training.

We will also contact our technical SME, Marty Rush, to ask if there are simple items we could add to a checklist to give our learners for times zoom may not be cooperating. It is a fairly simple platform, but at times it can be confounding if/when things do not go according to plan. For example, break-out rooms can sometimes be problematic, this would be a good area to know from an IT SME, just a few strategies to have on hand if things do go wrong.

We also need to find out from the districts the type of classes and class set-up the teachers will be responsible for. This entails finding out information such as how many students the teacher is likely to have in each session they will be holding. One method of gathering this data is through online and personal interviews with Subject Matter Experts.

### Needs Assessment

Someone teaching a math class of 20 students will need different considerations as opposed to someone teaching a home education class of 10. We may not be able to address all needs, but the more we know about what our learners will be facing in having to incorporate zoom as part of their teaching arsenal, the better we can gear certain sections of the training, such as sharing screens or creating break-out rooms into our training,

### Stakeholders

One other group of stakeholders that may be a bit more difficult to interview and get information from, but would be terribly valuable, would be the students and parents. With a year of having many students have to do some form of online learning, it would be very informative to know from them what has worked and what has not worked, in an online classroom setting. It simply will not be enough for us to teach people the mechanics of zoom, if we do not also equip them for the online dynamics that occur when you are meeting online. Another method of data collection is surveys sent to parents and students of virtual learning prior to the training.

Our section on online/zoom etiquette is where we will address this. But as stated, if it would be possible to have a sample from 25 to 75 families (students and teachers,) we would have a clearer idea of the needs, versus what we may perceive the needs to be.

One other avenue for information on this topic is from our Subject Matter Experts (SME's), Linda Stinson and Angela Jarecki. They will be able to provide insight into training methods they have seen work well for training the zoom platform.

## Sample Survey for Stakeholders

**1. What duties related to Zoom will your teacher be expected to perform?**

- Lead online classes  Join and host staff meetings  Teach full lessons using Zoom whiteboard  
 Teach Full Lessons Using Breakout Rooms

**2. What classes will your teacher be in charge of instructing in the upcoming year?**

**3. How many students do you foresee being enrolled in this teacher's class?**

**4. How many classes will your teacher(s) be holding online?**

**5. Does your school have tech support that will be able to help with connectivity issues? Troubleshoot?**

**6. What are you hoping that your teacher(s) will learn by taking this training course?**

- Confidence in Using Zoom as Teacher Tool  Successful in Running a Zoom Class  
 Be a Contact Person for Zoom  Training Other Career Technical Educators

## Sample Survey for students

**1. In the last year have you taken online courses?**

**2. If you did, what were some things that worked well? Did not work so well?**

**3. Was connectivity ever an issue?**

**4. If you took part in an online class, did you enjoy the level of interaction you had with the instructor?**

**5. Do you have any suggestions for improving interaction in an online course?**

## Sample Survey for parents

**1. In the last year have any of your children taken part in online courses?**

**2. From your perspective, did the online training seem successful?**

**3. What made it successful?**

**4. What was problematic?**

**5. Did your child voice frustration with any part of their online courses? If they did, were there issues that either the instructor or you were able to address?**

## I-D. Task Analysis

The purpose of this task analysis is to ensure that the content provided in the daily seminars follow the correct processes. Completing this task analysis allowed our team to identify gaps in instructional practices, learning objectives, and assessment. Because of the task analysis, our team was able to address any potential issues or problems before the seminars began.

For this task analysis, the instructional designers are the subject matter experts for the seminar. The instructional designers have utilized a higher education setting to test the procedures with volunteers unfamiliar with the presentation materials. The volunteers will help identify any missing steps or cues so that problems identified can be rectified immediately.

Our team has included examples of procedural analysis for creating and downloading a Zoom account and a topic analysis of Zoom Etiquette. Participants should arrive with the proper equipment and a basic understanding of how to use web applications on their laptops.

### Procedural Analysis

#### Learning Objectives

*While completing day 1, part 1 of the MiZoomi training, the participants will accurately use features 1.1-1.8 of the MiZoomi training in a mock Zoom meeting monitored by a MiZoomi trainer.*

1.1 Learners will be able to manage downloading and installing Zoom on their device following the demonstration.

1.2 Learners will be able to create their personal Zoom profile after the training demonstration.

### Creating and Downloading a Zoom Account - Day 1

The following steps are related internally to the topic headings, meaning that within each section you will find the steps to complete the topic in the heading. Since this is a procedural analysis, the following headings are related to an important task and the steps below provide the procedure to complete each task.

#### I. Creating a Zoom Account

- A. Go to [zoom.us](https://zoom.us) and select **Sign Up, It's Free**
- B. Enter your date of birth and click next
- C. Enter your email address or sign in using a **SSO (Single Sign On), Google, or Facebook** account.
  1. *If you sign in using a SSO, Google, or Facebook skip to step G.*
- D. Open your email to **activate your new Zoom account** and follow the link in the email from Zoom
- E. Enter the required information (name, birth date, etc.)

- F. Invite colleagues using email addresses OR click **Skip This Step**
- G. Click **Go to my Account**
- H. Your account has been created!

## II. Customizing Security Settings

- A. Once in **My Account**, click **Settings** in the right sidebar
- B. Click to turn on **Waiting Room** (visual cue)

### Waiting Room

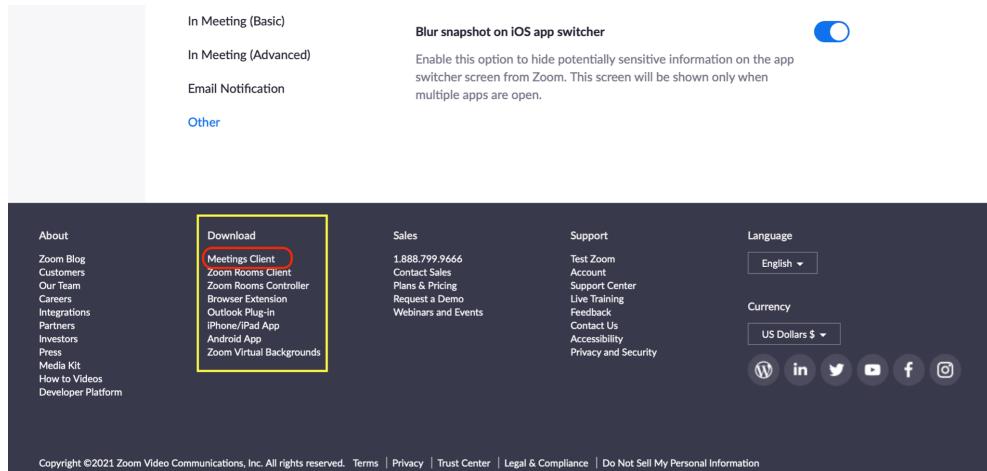


When participants join a meeting, place them in a waiting room and require the host to admit them individually. Enabling the waiting room automatically disables the setting for allowing participants to join before host.

- C. Adjust any settings important to you
  - 1. Starting meetings with Host video on
  - 2. Starting meetings with Participant videos on
  - 3. Allow participants to join before host
  - 4. Mute all participants when they join a meeting
  - 5. Who can share?
  - 6. Allow participants to rename themselves
  - 7. Breakout rooms
  - 8. Virtual Backgrounds
  - 9. Video Filters

## III. Download Zoom

- A. Scroll to the footer of the website
- B. Under the **Download** section in the footer, click **Zoom Client for Meetings** (visual cue)



- C. Click **download** and allow the download.
- D. Locate and select the installation file on your computer, then follow the instructions to install **Zoom Meeting Client**.

## Topic Analysis

### Learning Objectives

After completing day 2, part 2 training of MiZoomi, *the participants will identify how to use best practices and etiquette for Zoom by listing 4 examples of both and justifying at least 2 of the chosen elements in a written paragraph/response.*

- 4.1** Learners will be able to distinguish best practices for using Zoom by correctly listing 4 practices.
- 4.2** Learners will be able to design and compose how to establish Zoom etiquette by identifying four examples and justifying at least two of them in a written response.
- 4.3** Learners will be able to reconstruct a live stream of a Zoom meeting accurately and independently.
- 4.4** Learners will be able to verbally propose ways to build a community within a Zoom meeting.

## Zoom Etiquette - Days 2 and 3

The following steps are related internally to the topic headings, meaning that the information found under the headings relates to the topic in the heading. Since this is a topic analysis, each main topic regarding Zoom Etiquette are found in bold with important points related to the topic found below the bold heading.

### I. **Before the Meeting**

- A. Check for updates
  - 1. Go to [zoom.us](https://zoom.us)>Check for Updates
- B. Use a wired connection
  - 1. Prevents screens from freezing
  - 2. Prevents audio distortions
- C. Check audio and video

1. Choose the correct audio and video sources
  2. Use one source of audio
    - a) Joining via computer and phone will cause feedback
  3. Use the dial-in feature if audio equipment is not working during a meeting
- D. Prepare documents and screens that will be shared
- E. Close applications with popups or place computer on Do Not Disturb

## II. During the Meeting

- A. With large meetings:
  1. Mute participants before they enter with a large presentation
  2. Assign a co-host to monitor chat and answer questions
- B. Recording a meeting:
  1. Record using Presenter View
    - a) Using Gallery view will increase the file size
  2. Let participants know that a meeting is being recorded
- C. Ask users to follow simple expectations
  1. Mute microphones when not speaking
  2. Use the chat feature for questions
  3. Turn on cameras to increase engagement
- D. Sharing Screens and Annotating
  1. Share specific applications to control displayed content
  2. Use “New Share” to seamlessly transition between shared screens
  3. Use Annotate to grab attention and allow for visual cues

## III. After the Meeting

- A. Follow up
  1. Make sure to answer all questions from the chat
  2. Reach out to learners who seemed to be struggling
  3. Set up additional meetings, if necessary
- B. Look at Feedback
  1. If a survey was provided at the end of the call, look over feedback to improve
- C. Send out the Recording
  1. Send out the recording to those who missed the meeting
  2. Post the recording in a designated place where all who need access have access

## II-A. Formative Evaluation

Throughout the training, learners will be expected to utilize the skills being taught to prove they have met the learning objectives. Learners will be assessed throughout the training with a performance test. There will be checklists used to monitor the progress of the learners.

The training is created with constructivist learning in mind, evaluations will be evaluating the participants as they use a combination of prior knowledge and apply new learned skills to utilize Zoom features. The participants will reach the learning goals through rich experiences with trainees and peers as well as building their network of resources. As we go through the training, it is essential that we see participants utilize their learning experiences to solve any problems that they may encounter with Zoom.

Attitudes of participants will be monitored and used to help indicate trainees in which areas need additional support and motivation to help the participants achieve the learning goals. Trainers and learners will track the learners' progress throughout the training by using a checklist as specific objectives are evaluated at certain points throughout the training.

The assessments are aligned with the learning objectives to ensure the learner meets the goals for the training and to ensure the training is meeting the needs of the learners. The data from the assessments will help us know if the instruction is effective and if it needs any modifications made.

The Formative evaluations will occur frequently throughout the training so that frequent and accurate feedback is collected. The assessments include, self assessments, performance of skills, informal feedback, and problem solving scenarios.

The feedback we gain from the formative assessments is intended to answer the following key questions:

Question	Approach
Can the participant utilize Zoom and its features independently?	Performance of Skills
Does the participant feel confident enough to construct a Zoom meeting independently?	Self Assessment & Survey
Are the learners meeting the learning objectives?	Performance of Skills & Problem Solving Scenarios
Does the instruction need to be modified to meet the needs of current and or future learners?	Informal Feedback, Observations, and Surveys
Do the learners have a positive attitude towards using Zoom for instruction?	Surveys and Informal Feedback

All trainers are in charge of approximately ten people during the training. The trainers will monitor the progress of the assigned group by assessing at predetermined stopping points in the training. Parts of the training are given in a whole group instruction setting while other parts are in small group instructional settings. Many of the practice opportunities will take place while in small group settings so that trainees can assist and informally evaluate the learners. Informal feedback will be collected through conversations during the training.

The learning objectives are grouped together into half-day sessions during the training. Each time a learner meets the learning objectives for a session, **a sticker will be added to the learners' name tag on a specific colored box indicating the learner met the goals for the session.** *For example, the yellow box represents the goals for the first part of the first day of the training. The blue box represents the second half of the first day. The green box represents the first part of the second day and the purple box represents the second part of the second day. The pink box represents the final summative assessment. Each part includes about eight learning goals which will be tracked by both the learner and the trainers with a checklist.*

The goal is for the learner to gain six stickers by the end of the training which represents mastering all of the learning objectives. An example of the name tag is shown below:

#### Example of name tag:



Learners that do not meet the criteria for each section will receive one on one assistance by a trainer until the learning goal is met.

Additional time for reteaching is built into the schedule on day 3. Small group instruction will be used for reteaching if 61%-79% of the participants do not meet a learning objective. If less than 60% of the participants do not meet learning goals, one on one instruction will be utilized to reteach.

Additional opportunities will be given to participants throughout the training for enrichment opportunities. Break times, lunch times, and late afternoons can be utilized if necessary for improving learner achievement.

% of learners meeting learning goals	Action Plan
80% or more of the learners meet the learning goal.	Move on with instruction. Utilize available times for the learners to reteach skills that are not mastered. Learners may also schedule one on one Zoom tutoring in the evenings.
61%-79% of learners meet the learning goal.	Small group instruction focused on reteaching the learning goal to the designated group at break times. Learners may also schedule one on one Zoom tutoring in the evenings.
60% or less of the learners meet the learning goal.	Reteach skill to the entire group explicitly. Then, utilize small groups and one on one instruction for practicing. This will take place during regularly scheduled training. Learners may also schedule one on one Zoom tutoring in the evenings.

Throughout the training, the trainees will also be collecting informal feedback through conversations with the learners. The trainees will take notes of conversations with learners that can help the trainees improve or modify the instruction moving forward. Collecting data through conversations is a powerful tool that can often provide honest and authentic feedback. The assessments that are given throughout the day, the informal feedback, & the survey data collected on the learners throughout the process will give us enough information to determine if the learners are actually meeting the learning goals required to master the training. As mentioned above, if we determine that more than 20% of our learners do not meet a particular goal during the training, we will reteach the skill and re-evaluate the instruction for the remainder of the training as well as for upcoming training.

Trainers will track the learners' progress throughout the training by using a checklist/rubric as specific objectives are evaluated at certain points throughout the training. Examples of the checklist begin on the next page.

## Rubrics used to evaluate learning goals:

**While completing day 1, part 1 of the MiZoomi training, 80% or more of the participants will accurately use features 1.1-1.8 of the MiZoomi training in a mock Zoom meeting monitored by a MiZoomi trainer.**

<b>Day 1, Part 1 Learning Objectives Checklist</b>	<b>Met learning objective</b>	<b>Needed Some Support</b>	<b>Did not meet the learning objective</b>
<b>1.1</b> Learners will be able to manage downloading and installing Zoom on their device. following the demonstration			
<b>1.2</b> Learners will be able to create their personal Zoom profile after the training demonstration			
<b>1.3</b> Learners will be able to appraise audio and visual equipment functions by testing features.			
<b>1.4</b> Learners will be able to locate Zoom account subscription status.			
<b>1.5</b> Learners will be able to record Zoom meetings with a partner.			
<b>1.6</b> Learners will be able to set up Zoom meeting invites independently.			
<b>1.7</b> Learners will be able to repeat steps for joining Zoom meetings.			
<b>1.8</b> Learners will be able to operate Zoom waiting room features.			

**While completing day 1, part 2 of the MiZoomi training, 80% or more of the participants will accurately use features 2.1-2.8 of the MiZoomi training in a mock Zoom meeting monitored by a MiZoomi trainer.**

<b>Day 1, Part 2 Learning Objectives Checklist</b>	<b>Met learning objective</b>	<b>Needed Some Support</b>	<b>Did not meet the learning objective</b>
<b>2.1</b> Learners will be able to mute and unmute the microphone without any support.			
<b>2.2</b> Learners will be able to operate video camera features in meetings without any support.			
<b>2.3</b> Learners will be able to change participant names in a mock Zoom meeting correctly without any support.			
<b>2.4</b> Learners will be able to change his/her virtual background in a mock Zoom meeting on the first try.			
<b>2.5</b> Learners will be able to utilize the touch-up feature accurately.			
<b>2.6</b> Learners will be able to record a meeting successfully and independently.			
<b>2.7</b> Learners will be able to share his/her screen in a meeting within a minute, with a partner.			
<b>2.8</b> Learners will be able to manage the whiteboard to enhance lessons during a Zoom meeting correctly.			

**While completing day 2, part 1 of the MiZoomi training, 80% or more of the participants will accurately use features 3.1-3.8 of the MiZoomi training in a mock Zoom meeting monitored by a MiZoomi trainer.**

<b>Day 2, Part 1 Learning Objectives Checklist</b>	<b>Met learning objective</b>	<b>Needed Some Support</b>	<b>Did not meet the learning objective</b>
<b>3.1</b> Learners will be able to manipulate break-out rooms for a Zoom meeting correctly.			
<b>3.2</b> Learners will be able to operate re-entry in a Zoom meeting within one minute.			
<b>3.3</b> Learners will be able to operate Zoom controls independently.			
<b>3.4</b> Learners will be able to utilize keyboard shortcuts correctly.			
<b>3.5</b> Learners will be able to employ remote support independently.			
<b>3.6</b> Learners will be able to operate manager camera controls independently.			
<b>3.7</b> Learners will be able to demonstrate how to independently use security tools to secure meetings.			
<b>3.8</b> Learners will be able to join a Zoom meeting by using a browser link successfully.			

**After completing day 2, part 2 training of MiZoomi,** the participants will identify how to use best practices and etiquette for Zoom by listing 4 examples of both and justifying at least 2 of the chosen elements in a written paragraph/response.

<b>Day 2, Part 2 Learning Objectives Checklist</b>	<b>Met learning objective</b>	<b>Met objective partially</b>	<b>Did not meet the learning objective</b>
<b>4.1</b> Learners will be able to distinguish best practices for using Zoom by correctly listing 4 practices.			
<b>4.2</b> Learners will be able to establish Zoom etiquette by identifying four examples and justifying at least two of them in a written response.			
<b>4.3</b> Learners will be able to reconstruct a live stream of a Zoom meeting accurately and independently.			
<b>4.4</b> Learners will be able verbally propose ways to build a community within a Zoom meeting.			
<b>4.5</b> Learners will be able to integrate and connect Zoom into the workflow by providing a written response.			

<b>Day Three Learning Objectives Checklist</b>	<b>Met learning objective</b>	<b>Met objective partially</b>	<b>Did not meet the learning objective</b>
<b>5.1</b> Learners will be able to construct and implement a Zoom session in a small group setting.	Application, Motor Skills, Situational, Problem Solving, Socio Cultural	Practice	Participants will design their own Zoom lesson. In a small group setting participants will present their Zoom lesson design.

### Example of Self-Assessment for Formative Evaluation

<b>Day 1: Self Assessment</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b> Please add any notes that can help us understand how we can help you achieve the learning goals and/or improve our instruction.
I feel confident downloading and installing Zoom on my own.			
I feel confident that I can update and adjust my profile as needed on my own.			
I feel confident that I can check my audio and video before starting a Zoom meeting.			
I feel confident that I can locate the amount of time my subscription allows for meetings.			
I feel confident in my ability to record a Zoom meeting.			
I feel confident that I can begin a Zoom meeting and send out invites.			
I feel confident in joining a Zoom meeting that I am invited to.			
I feel confident that I can allow participants in my meeting from the waiting room.			

<b>My success today included.....</b>
<b>I need a better understanding of....</b>

## II-B. Summative Evaluation

The third and final day of training is a half day for Design Sessions. Participants are in the same groups of ten from Day 1 and groups are relocated around the building to foster participation and engagement from more reserved learners and to reduce distraction from other group meetings occurring simultaneously.

For the summative evaluation, each participant will create and schedule a mock Zoom meeting to introduce themselves, educate on, entertain with, or share (photos, music, movies, hobbies, etc.) a topic of their choice, email and invite the other nine group members, host and record a 15-minute (maximum) meeting.

### Collection Methods

**Observation, conversation, checklist, uploaded recorded meeting, online survey, and e-mail survey.**

Each participant will be given a rubric for guidance and must incorporate and demonstrate nine advanced features into their Zoom meeting. During the Design Sessions, trainers will evaluate through observation and conversation using a checklist to document and take notes.

Participants will upload and submit their recorded meeting to their assigned trainer. Participants will be given an online survey to complete and submit on the final day before leaving for lunch and an e-mail survey will be sent one month after completing the training.

MiZoomi Summative Assessment Checklist			
Criteria	Ratings		Points
<b>3.1</b> After a demonstration, the learner will be able to manipulate break-out rooms for a Zoom meeting correctly.	1 Point YES	0 Point NO	1 Point
<b>3.2</b> After a demonstration, the learner will be able to operate re-entry in a Zoom meeting within one minute.	1 Point YES	0 Point NO	1 Point
<b>3.3</b> After a demonstration, the learner will be able to operate Zoom controls independently.	1 Point YES	0 Point NO	1 Point
<b>3.4</b> After a demonstration, the learner will be able to utilize keyboard shortcuts correctly.	1 Point YES	0 Point NO	1 Point
<b>3.5</b> After a demonstration, the learner will be able to employ remote support independently.	1 Point YES	0 Point NO	1 Point

<b>3.6</b> After a demonstration, the learner will be able to operate manager camera controls independently.	1 Point YES	0 Point NO	_____ 1 Point
<b>3.7</b> After a demonstration, the learner will be able to demonstrate how to independently use security tools to secure meetings.	1 Point YES	0 Point NO	_____ 1 Point
<b>3.8</b> After a demonstration, the learner will be able to join a Zoom meeting by using a browser link successfully.	1 Point YES	0 Point NO	_____ 1 Point
<b>3.9</b> After a demonstration, the learner can successfully utilize the invitation languages.	1 Point YES	0 Point NO	_____ 1 Point
<b>TOTALS</b>			_____ 9 Points

## Key Summative Evaluation Questions

1. Do you feel that the Zoom training was worth your time? Please explain your answer.
2. Did you think that it was successful? Why or why not?
3. What do you think were the biggest strengths and weaknesses of the training?
4. Did you like the room environment? Why or why not?
5. How do you feel about the presentation style?
6. Did the Zoom training session accommodate your personal learning style?
7. Were the training activities engaging?
8. What were the three most important things that you learned from the Zoom training?
9. What would you change about the training, if anything, and why?

## Participant Post E-mail Survey

1. Have you applied anything from the Zoom training in your job?
2. If so, what features and how?
3. If not, why not? What support might you need to apply what you learned?
4. Could you teach your new skills to someone else?

## III-A. Learner Analysis

### Audience

Our team is putting together a face-to-face **Zoom Professional Development Training Workshop** that targets industry professionals that are becoming new educators who will also be attending a larger training seminar provided by the **New Teacher Institute Training (NTI)**.

### Duration & Goals

Our training portion is three days in length and is limited to the first 50 applicants. Our broad goals in relation to our learners are:

- Learners will be able to successfully create and join a zoom meeting.
- Learners will be able to demonstrate use of the different zoom features such as share screen, take roll, break rooms.
- Learners will be able to engage students in a zoom session.
- Learners will successfully manage and understand etiquette and best practices concerning Zoom

### Learner Requirements

NTI requires that attendees must meet one of the following requirements to attend the overall conference:

- Bachelor's degree or higher from an accredited college or university and four thousand (4,000) hours of Department-approved, closely related occupational experience obtained within the past ten (10) years; or
- Associate's degree from an accredited college or university and five thousand (5,000) hours of Department-approved, closely related occupational experience within the past ten (10) years; or
- No degree and six thousand (6,000) hours of Department-approved, closely related occupational experience obtained within the past ten (10) years. Determine the information required – For each project, determine the type of learner data that could influence the effectiveness of the instruction and should therefore be collected and analyzed. (Part of the questionnaire)

Realizing that our attendees must meet one of the above guidelines gives us a baseline idea of previous experience that our learners will have. However, we have also prepared a survey that will go out to registrants prior to training, that will give us further insight into our learners prior educational and knowledge skill sets, and comfort with technology, and use of platforms such as ZOOM.

### Prior Knowledge

One thing we will be assessing is how much does a computer figure into the applicants work day along

with the basic question of why they feel they need to know how to use zoom. We also ask if there are particular aspects that they hope to learn about during the three day training period; and do they have any special needs we should be aware of in our planning.

## Learning Styles

Also there is a question that asks the learner to rate the following categories in the order that they are most partial to when they are learning a new skill. The categories are:

*hands-on training,* *written directions,*

*written directions,*

*watching how-to videos, and pictorial directives,*

*and pictorial directives,*

Our training will include all of these methods, but this question will give us insight in how to weigh each of these methods in our presentation, and which ones to make sure we take extra time with to insure that even if it is not a favorite method of learning, we present it in such a way to help make it compelling.

## Previous Experience

Another question on the survey asks what professional experience the registrant has. This question along with the question of educational background we will take into consideration as we form the mini groups. *There will be 5 mini groups composed of 10 learners and 1 MiZoomi Trainer.* These groups will work together to perform many of the hands-on parts of the training. Our goal is to put the five groups together in such a way that they will have similar professional or educational experience. Our hope is that this would be an area where our learners could begin to form a network of others with similar work experiences and that even after the training was over, they could help and encourage one another with ways that they have learned to make the Zoom platform a winning scenario for their classes.

## **Personal and Social**

We have also added a question about how the learner sees themselves. Are they an introvert or an extrovert? We want to use this information as part of training that we will do during the training on Zoom etiquette. It is also important that the learner is self-aware in this area, as it will help them be aware of how to best be comfortable using the Zoom platform.

## **Physiological**

We will not be providing lunch for the participants, but we do ask what dietary restrictions people have as we will be offering light snacks during break times.

	<b>Learner Variable</b>	<b>Data Collection</b>
<b>Orienting Context</b>	<p><b>Demographic Data</b></p> <p>What is your educational background?</p> <p>What professional experience do you have?</p> <p>Which of the following categories best applies to you:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bachelor's degree or higher from an accredited college or university and four thousand (4,000) hours of Department-approved, closely related occupational experience obtained within the past ten (10) years; or</li> <li><input type="checkbox"/> Associate's degree from an accredited college or university and five thousand (5,000) hours of Department-approved, closely related occupational experience within the past ten (10) years; or</li> <li><input type="checkbox"/> No degree and six thousand (6,000) hours of Department-approved, closely related occupational experience obtained within the past ten (10) years.</li> </ul> <p>Do you consider yourself an introvert or an extrovert?</p> <p><b>Prior Knowledge</b></p> <p>As a part of your work, do you regularly use a computer?</p> <p>How would you rank your computer skill/comfort level?</p> <p>What platform/operating system are you most comfortable working with?</p> <p>Why are you training to learn Zoom?</p> <p>Have you used a platform similar to Zoom before?</p> <p>When/how often will you be expected to use the Zoom platform as part of your job?</p> <p>Do you have access to a computer that has the following specs to bring to training?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A stable internet connection (broadband wired or wireless LTE/3G)</li> <li><input type="checkbox"/> Speakers and a microphone – built-in, USB plug-in, or wireless Bluetooth</li> <li><input type="checkbox"/> A webcam or HD webcam - built-in, USB plug-in, or:</li> <li><input type="checkbox"/> An HD cam or HD camcorder with a video-capture card</li> <li><input type="checkbox"/> Virtual camera software for use with broadcasting software like OBS or IP cameras</li> </ul> <p>Note: For macOS, Zoom client 5.1.1 or higher is required.</p>	Survey from Learners
<b>Instructional Context</b>	<p><b>Physiological Data</b></p> <p>How would you rank the appeal of the following teaching methods: (<i>1 being the most appealing, 4 being the least appealing</i>)</p> <ul style="list-style-type: none"> <li>_____ Hands-on training</li> <li>_____ Watching how-to videos</li> <li>_____ Written directions</li> <li>_____ Picture directives</li> </ul> <p>Do you have any disabilities or special requirements that we should be aware of?</p>	Survey for Learners Observation and anecdotal notes from instructors

## III-B. Contextual Analysis

### Contextual Variables

Zoom presenters took into consideration contextual variables in order to facilitate the participant's learning process. The Zoom training will take place under a pleasant environment; the lighting as well as the air conditioning will be adjusted according to the participants needs. Technology including the monitors as well as the sound will be tested before the training; extra devices will be on the side in case an electronic failure happens. The classroom setting will be arranged in a way in which all the participants will have a clear view of the activities/explanation/visual aids being presented. Basic accommodation will be provided for students with physical challenges such as designated spaces for wheelchairs as well as access ramps. Special chairs will also be provided with easy mobility for participants who require this type of accommodations. The Zoom facilitators will implement available resources to accommodate participants who required special accommodations in advance.

### Performance

**Focus Question:** Will the learner be able to construct and implement a zoom session in a small group setting?

**Data collection method:** Observation by MiZoomi Trainers, assessments given by MZ Trainers, Pre and post surveys.

**Audience:** In each of the categories below the Learner is the audience. We address their needs through small group interactions and individual instruction.

**Participant's Expected Performance** - Zoom training requires active participation throughout the program in order for the trainee to fully understand the potential usages of Zoom. Active participation in live online sessions includes, but is not limited to, participating in virtual classroom activities, discussions, breakout sessions, and intersession work. Demonstrating active participation throughout each of the sessions will ensure that learners are able to meet the overall goal to successfully design and implement a zoom session in a small group setting.

**Physical environment** - The learners will use the new knowledge and skills in their secondary education teaching environment. The knowledge and skills gained from the MiZoomi training will best serve them when they are utilizing remote or hybrid learning.

**Support** - To provide additional support we have created and will provide a MiZoomi handbook for each participant. Although limitations may exist when the learner is remote, by utilizing knowledge and skills learned from MiZoomi they will be able to teach remotely with ease. This will allow the learner to focus on content of learning material rather than learning Zoom and teaching simultaneously.

**Social aspects** - Many of the New Teacher Institute Career Technical Educators may be introverted. In order to make these new teachers feel comfortable in the learning environment, the MiZoomi training

will utilize small groups with one instructor in charge of that group for the whole event. This should help introverted teachers build relationships and feel more comfortable throughout the training. For the MiZoomi training we are utilizing small group settings. Learners will engage in collaborative learning. This will also build networking skills for new career technical education teachers. Other social aspects for consideration is the work environment from a business and industry leader is different from the classroom. A strong importance will be placed on the following sessions: Creating Your Classroom Best Practices and Zoom Etiquette; and Building Community Within a Zoom Meeting. Other mindful aspects for trainers will be to consider participants/learners who are not familiar with the climate and language used in the teaching profession. Our learners will not have an education background and the trainers will need to be mindful when presenting information. It will be best for trainers to explain why certain methods may work over others.

**Relevance of skills and knowledge** - With Covid-19 and remote learning restrictions teaching new educators how to use Zoom is more relevant than ever. Having knowledge of using Zoom will be critical to participants/learners in their job environment. More schools are moving to remote learning. As of April 2021 the Missouri Department of Elementary and Secondary education is planning for future meetings and training to be hybrid.

## Learning

**Focus Question:** Will the learner be able to be able to use the given resources to use Zoom effectively?

**Data collection method:** Observation by MiZoomi Trainers, assessments given by MZ Trainers, Post survey given to learners one month after training.

**Audience:** In each of the categories below the Learner is the audience. We address their needs through small group interactions and individual instruction.

**Zoom Training Division of Time** - As educators, we know that students remember the information more vividly if it is based on real relevant events/examples. The Zoom Training, for the most part, is relevant to our attendees due to our current social atmosphere. Also, we divided the Zoom Training into 2.5 days so that participants will have plenty of time to observe, digest, and reflect upon the presented information. The time slots are divided according to the estimated length of the specific presentation's topic. The estimated Zoom training days and times will provide an exciting and pleasant learning environment for the participants. The training is designed to be interactive, exciting, and engaging because the students learn better when the lecture includes such learning elements.

**Physical Characteristics** - The learning environment for MiZoomi is in person. Each learner will need to bring their own laptop to follow along and use during the training. The training will utilize screen sharing and a google slide presentation. The MiZoomi handbook will be used as a reference guide.

**Personnel or Time Constraints** - The training is limited to 50 participants/learners. We will be using the Governor Office Building in Jefferson City, MO. The space will provide room for participants to work in

small groups. There will be six trainers available and moving about on the training floor. Additional NTI associates will be available as needed. The event will take place over a three-day period. A schedule has been developed and will be followed. Additional time is added on the third day for one-on-one training sessions as needed. The training will be demonstrated and then participants/learners will model what was demonstrated.

**Compatibility with Learner Needs** - One question from our needs assessment deals with the discipline that each learner will be teaching. We will try to group our participants in small groups that have similar teaching disciplines. This will further enhance an idea of a shared goal. It is our hope that participants would build working relationships among other group members and this would also act as an ongoing support. When participants/learners work in small collaborative groups they will have the option to use one of the four additional conference rooms. This will allow for a quieter environment for participants/learners to focus in.

## Communication

**Focus Question:** Will the learner be able to be able to ask for help? Will they be able to identify resources for help?

**Data collection method:** Observation by MiZoomi Trainers, Anecdotal, we will have a place where learners are able to anonymously ask questions or express concerns.

**Audience:** In each of the categories below the Learner is the audience. We address their needs through small group interactions and individual instruction.

**Open Communication** - We want our training to be clearly communicated and we are using a variety of means to achieve that goal. In order to provide a comfortable environment with open lines of communication, several options for asking questions in a small or large group will be provided, as well as opportunities for learners to ask instructors questions one-on-one. A “parking lot” Formal question and answer sessions are provided after each part of the training to ensure that opportunities for learners to ask questions are abundant both verbally and anonymously.

**Attitudes**- As trainers we will watch for signs that might interfere between the sender and receiver. Such barriers might include but not limited to: fidgeting, playing on phones, looking around, side conversation. Our hope is that the participants will maintain a receptive attitude during the training because such attitudes will play a significant role in understanding and learning.

## Cultural

**Focus Question:** Will the learner be adaptable and flexible to the learning environment?

**Data collection method:** Observation by MiZoomi Trainers, and post surveys.

**Audience:** In this category the audience is more of the collective. The ability of the teams of 10, to work together, is the dynamic we are wanting to guide and foster.

The New Teacher Institute participants may not have exposure to particular technology programs such as Zoom. MiZoomi training will provide industry professionals that will be becoming educators, the

small group and individual instruction training needed for working with technology in the classroom. Industry profession environments differ and often are in stark contrast to educational environments. The atmosphere of MiZoomi training will mimic the academic setting to provide a safe environment as industry workers transition into an education setting. This will reinforce expected classroom behavior norms and provide a comfortable environment for learners to ask questions and adjust to an education setting.

## Theoretical Context

**Focus Question:** Will the learner benefit from real world application and instruction?

**Data collection method:** Observation by MiZoomi Trainers

**Audience:** In this category the audience is more of the collective, though the individual matters too. The ability of the teams of 10, to work together, is the dynamic we are wanting to guide and foster.

Constructivism emphasizes the learner's construction of knowledge through tangible goals/objectives, feedback from instructors and peers, and performing authentic tasks. Taking into consideration the ideas of constructivism, we will try to implement them throughout our Zoom training.

At the beginning of the Zoom training, facilitators will activate the participant's prior knowledge and start the initiation of the construction of knowledge. During our Zoom presentation, participants will be able to interact with each other and share information related to the project. Furthermore, attendees will be performing authentic tasks/real-life activities by developing a final project-their own Zoom presentation.

While working on the final project, the attendees will receive constructive feedback from peers and facilitators. The purpose of the feedback is to help the participants to improve their understanding of the information presented during the Zoom training, learn from each other, and facilitate the development of their own authentic task.

The Zoom presentation will prepare participants to gather data, analyze it, develop, and produce their own Zoom presentations at their local institutions. In other words, we are confident that constructivism is the best approach for our project because the students learn from each other, analyze and practice the information by performing authentic/real-life tasks.

Ultimately, the main purpose of the training is for the participants to practice their Zoom skills at their local institutions as well as in the real world.

<b>Factor</b>	<b>Options and Descriptions</b>
Scope	MiZoomi is hand-on Zoom training for New Teacher Institute Participants/Learners
Time/Place Access and Dispersion	Wednesday, August 4 thru Friday, August 6. Governor Office Building, Jefferson City, MO. The participants/learners will be in one location. This will allow for demonstration and practice. Participants/learners will also receive a MiZoomi reference handbook to utilize later.
Pedagogical Approach	For the implementation of our Zoom project, we decided to use Constructivism theory. We believe that Constructivism will benefit our participants in the sense that our participants will be constructing knowledge by performing authentic tasks/real-world activities as it is highlighted in the project goals and objectives.
Type of Instruction	Instruction will start as Instructor- led, but will move into a collaborative learning environment.
Audience Type	The audience will consist of 50 New Teacher Institute participants who chose to attend the optional three-day MiZoomi training. This group of fifty, will be broken down into five small groups of industry professionals who are new to teaching.
Learning Processes, Activities, and Outcomes	Participants/learners will observe and then practice the skills the trainers demonstrated. The use of learning virtual tools will benefit their classrooms. Trainers will be available for questions and assistance during collaborative learning sessions. Participants will also use resources gained throughout the training as support materials.
Assessments	We are conducting three Needs Analysis surveys that will go to the district of the participating new educators, parents and students of cooperating districts. We will use the information to assess our content. We are also sending a survey to the participants to find out what their expectations are; and how much they foresee having to use Zoom as a part of their teaching day.
Delivery	Based upon feedback from other Career Technical Education surveys we feel participants will benefit the most from in-person training. During collaborative work the delivery will be virtual through Zoom platform.
Instructional Technology	Instructional Technology will include Zoom and Google Slides.
Delivery Method/Technology	MiZoomi will be delivered in a face-to-face format. We will use Zoom and Google slides to present the information. This will allow participants/learners time to practice and use zoom. Feedback from DESE shows that Career Technical Educators prefer to receive training in person.
Length and Lifespan	MiZoomi training will be a three-day training. The knowledge and skills presented about Zoom is expected to be relevant and last for at least the next couple of years.
Support	MiZoomi Handbook and Website
Instructor	MiZoomi consists of six trainers. Two of the six trainers are Subject Matter Experts. All six trainers will be involved and active in the face-to-face training.

Larson, M. & Lockee, B. (2014). Streamlined ID: a practical guide to instructional design . Routledge. (pp 68-69).

## III-C. Types of Learning Experiences and/or Instruction

### Organization of Instruction

MiZoomi's organization of instruction covers a three day workshop. The Zoom training workshop is an add-on piece to the New Teacher Institute Workshop. Learning segments structured into twelve hand-on segments for participants. To provide clearer explanations, a demonstration of each segment will be given by a MiZoomi trainer. Two screens will display the demonstrations simultaneously.

MiZoomi handbooks will be available for learners to follow along with as they watch the demonstrated instruction. Each learner will then recall and practice what information has been presented.

Small groups will also allocate practice time to work on group dynamics. These times will provide a life-like situation for each of the learners while also providing group reinforcement and guidance. The learners will learn from each other. MiZoomi trainers will walk around, always ready to provide help or guide to a solution.. Trainers will answer questions, and take anecdotal notes. Future presentations will use anecdotal notes to provide improvement to future training..

Learning Objectives Day One, Part One	Type of Learning Domain	Instructional Strategy	Rationale
<b>1.1</b> Learners will be able to manage downloading and installing Zoom on their device. following the demonstration	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrate, Recall, Practice	Learners will physically need to download and install Zoom to complete MiZoomi instruction.
<b>1.2</b> Learners will be able to create their personal Zoom profile after the training demonstration	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice	Learners need to create a user profile to be able to communicate in future Zoom meetings
<b>1.3</b> Learners will be able to appraise audio and visual equipment functions by testing features.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice	Learners will need audio and video in working order to be able to communicate during zoom meetings.
<b>1.4</b> Learners will be able to identify Zoom account subscription status.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice	Learners will be able to identify their account level and length of zoom meetings offered.

<b>1.5</b> Learners will be able to record Zoom meetings with a partner.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice, Collaboration	Learners will be able to record future zoom meetings.
<b>1.6</b> Learners will be able to set up Zoom meeting invites independently.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice	Learners will know how to invite students to their zoom meetings.
<b>1.7</b> Learners will be able to repeat steps for joining Zoom meetings.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice	Learners will be able to join meetings in the future.
<b>1.8</b> Learners will be able to operate Zoom waiting room features.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice	If learners utilize Zoom waiting rooms they will be able to use this function with ease.

Learning Objectives Day One, Part Two	Type of Learning	Instructional Strategy	Rationale
<b>2.1</b> Learners will be able to mute and unmute the microphone without any support.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice	Participants will be able to control the ability to mute or unmute participants in a zoom meeting.
<b>2.2</b> Learners will be able to operate video camera features in meetings without any support.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice	Participants will be able to turn off video if needed during zoom meetings.
<b>2.3</b> Learners will be able to change participant names in a mock Zoom meeting correctly without any support.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice	Participants will be able to change participants' names on zoom.
<b>2.4</b> Learners will be able to change his/her virtual background in a mock Zoom meeting on the first try.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice	Participants will be able to manipulate and change virtual backgrounds.
<b>2.5</b> Learners will be able to utilize the touch-up feature accurately.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice	Participants will have the knowledge and understanding of how to use the touch-up features.

<b>2.6</b> Learners will be able to record a meeting successfully and independently.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice	Participants will be able to record meetings in the future.
<b>2.7</b> Learners will be able to share his/her screen in a meeting within a minute, with a partner.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice, Collaboration	Participants will be able to utilize the screen share feature for Zoom.
<b>2.8</b> Learners will be able to manage the whiteboard to enhance lessons during a Zoom meeting correctly.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice, Collaboration	Participants will be able to use the white boards and the features provided in future zoom meetings.

Learning Objectives DayTwo, Part One	Type of Learning	Instructional Strategy	Rationale
<b>3.1</b> Learners will be able to manipulate break-out rooms for a Zoom meeting correctly.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice	Participants will be able to utilize break-out rooms, allowing participants to enter and re-enter rooms efficiently.
<b>3.2</b> Learners will be able to operate re-entry in a Zoom meeting within one minute.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice	Participants will be able to allow re-entry to a Zoom meeting.
<b>3.3</b> Learners will be able to operate Zoom controls independently.	Facts, Procedural, Application, Motor Skills, Situational	Explain, Demonstrated, Recall, Practice, Problem Solve	Participants will be able to utilize Zoom controls and settings efficiently.
<b>3.4</b> Learners will be able to utilize keyboard shortcuts correctly.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice	Participants will be able to utilize keyboard shortcuts to make better use of time.
<b>3.5</b> Learners will be able to employ remote support independently.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice	Participants will be able to utilize remote support to actually control zoom meeting participants' computers if needed.
<b>3.6</b> Learners will be able to operate manager camera controls independently.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice	Participants will be able to control camera and camera settings in future meetings with students.

<b>3.7</b> Learners will be able to demonstrate how to independently use security tools to secure meetings.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice	Participants will be able to understand and utilize security tools to effectively run future Zoom meetings.
<b>3.8</b> Learners will be able to join a Zoom meeting by using a browser link successfully.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice	Participants will be able to join meetings with provided links.

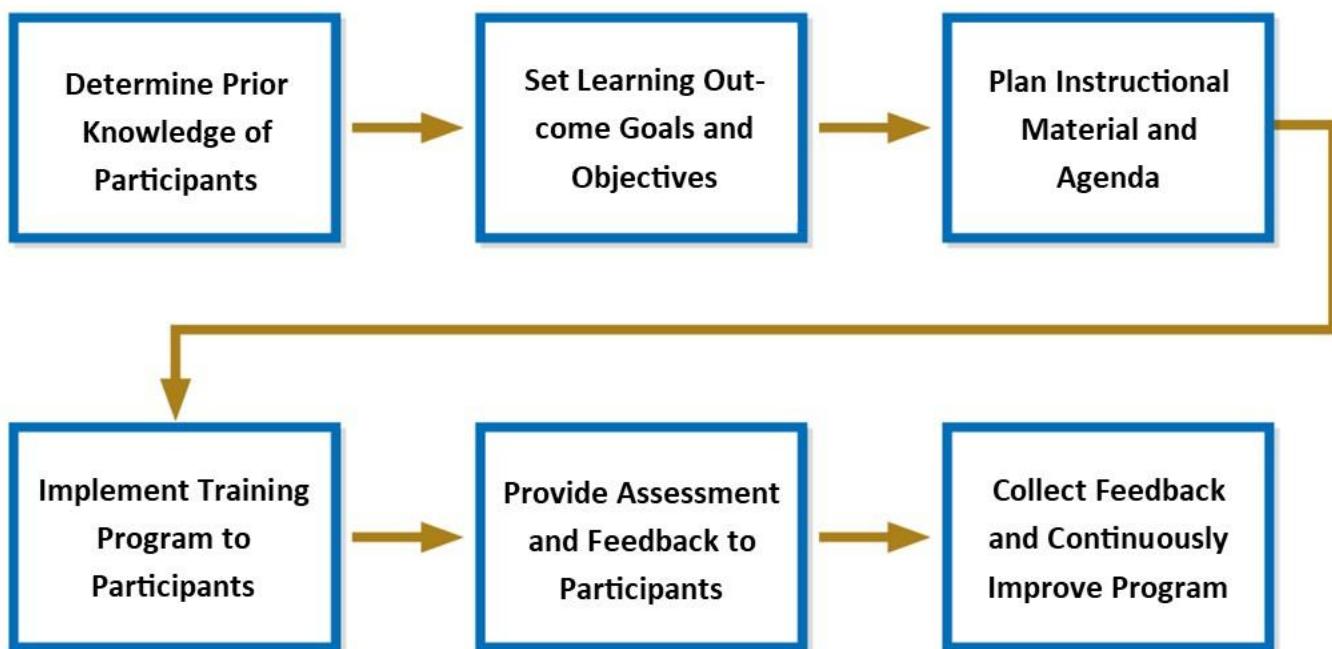
<b>Learning Objectives Day Two, Part Two</b>	<b>Type of Learning</b>	<b>Instructional Strategy</b>	<b>Rationale</b>
<b>4.1</b> Learners will be able to distinguish best practices for using Zoom by correctly listing 4 practices.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve, Attitudes, Socio Cultural	Explain, Demonstrated, Recall, Practice	Participants will have knowledge of zoom best practices for hosting productive zoom lessons.
<b>4.2</b> Learners will be able to design and compose how to establish Zoom etiquette by identifying four examples and justifying at least two of them in a written response.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve, Attitudes, Socio Cultural	Explain, Demonstrated, Recall, Practice	Participants will be able to establish Zoom etiquette guidelines.
<b>4.3</b> Learners will be able to reconstruct a live stream of a Zoom meeting accurately and independently.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice	Participants will be able to live stream meetings if needed.
<b>4.4</b> Learners will be able verbally propose ways to build a community within a Zoom meeting.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve, Socio Cultural	Explain, Demonstrated, Recall, Practice	Participants will learn ways to build a community within their classroom zoom meetings.
<b>4.5</b> Learners will be able to integrate and connect Zoom into the workflow by providing a written response.	Facts, Procedural, Application, Motor Skills, Situational, Problem Solve	Explain, Demonstrated, Recall, Practice	Participants will be able to understand how using Zoom will integrate into their workflow and ease productivity.

Learning Objectives Day Three	Type of Learning	Instructional Strategy	Rationale
<b>5.1</b> Learners will be able to construct and implement a Zoom session in a small group setting.	Application, Motor Skills, Situational, Problem Solving, Socio Cultural	Practice	Participants will design their own Zoom lesson. In a small group setting participants will present their Zoom lesson design.

## Conceptual Organization of the Planned Learning Experience

### The Conceptual Floating Chart

This chart indicates the sequence of events in which the Zoom training will take place according to the underlined goals and training objectives.

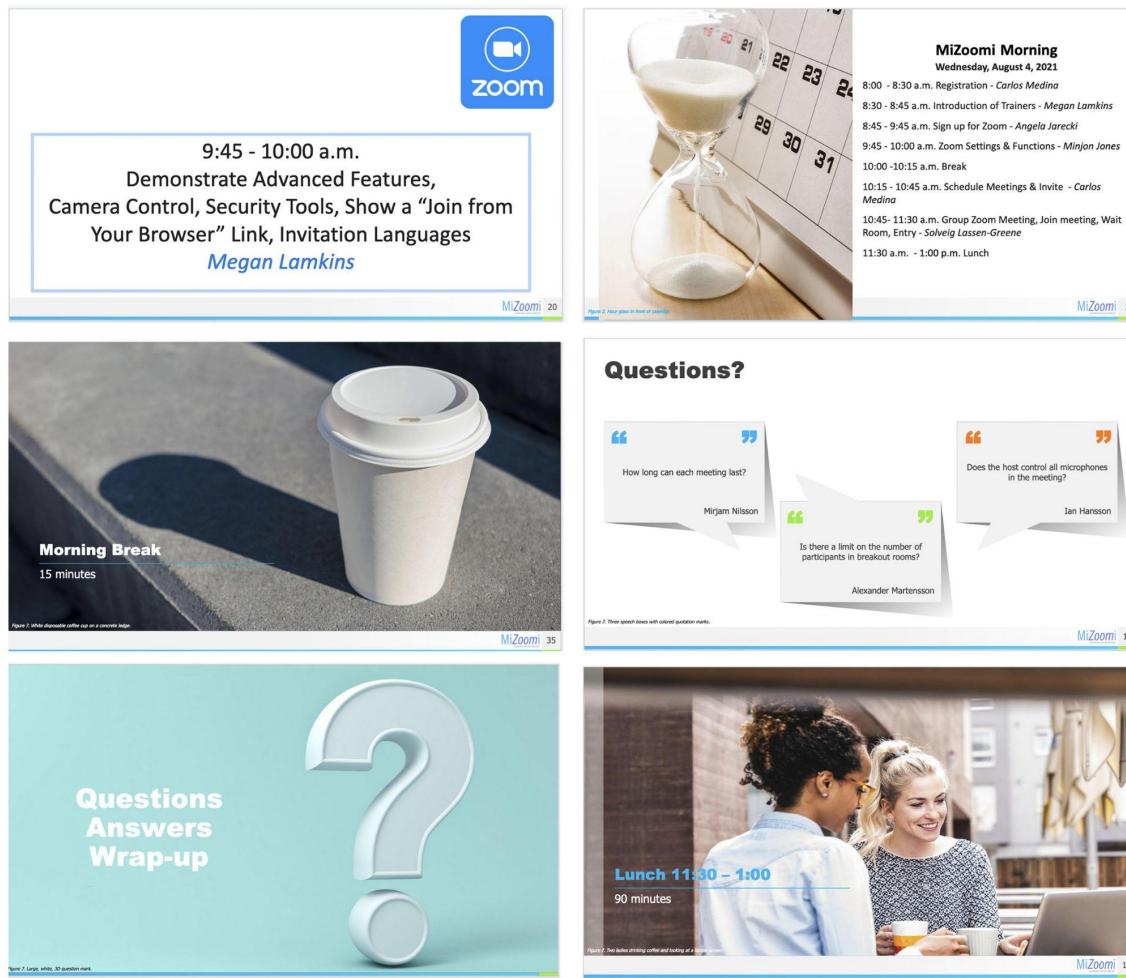


## III-D. Materials for Training Program or Learning System

We are using Powerpoint slides as screensavers throughout the three day training. Here is the link to the entire set:

### [MiZoomi Slide Show](#)

Below are page examples of the screenshots that will be shown during training:



### Equipment and Room Set-Up For Day One and Two:

- The room(s) will be set up in a Herringbone Seating Style.
- At the front of the room will be a podium, microphone, laptop, projector, and two large screens. Round tables will be set up to allow participants to share and support each other.
- Extra laptops (5) that can be shared
- Extra extension cords (5)
- Extra 6 prong plug-in outlets. (5)

## Equipment Needed for Trainers

- Desktop computer or laptop with Zoom installed (min. requirements for MAC and PC)
- Wi-Fi / Internet Access - broadband wired or wireless (3G or 4G/LTE)
- Smartboard/Projector
- A webcam or HD webcam - built-in, USB plug-in, or an HD cam or HD camcorder with a video-capture card
- Virtual camera software for use with broadcasting software like OBS or IP cameras
- Speakers and a microphone - built-in, USB plug-in, or wireless Bluetooth
- Earphones (optional)
- Additional powerstrips (6)
- Podium
- 2 Screens

## Materials Required for Participants

Each participant is required to bring a laptop or electronic device that is compatible with Zoom. Participants will need to have video and audio capability. Due to room layout participants are encouraged to bring extension cords and multiple plug-in cords.

## Zoom System Requirements for Laptops or electronic devices

- Note: For macOS, Zoom client 5.1.1 or higher is required.
- Supported operating systems macOS X with macOS 10.9 or later
- Windows 10\*
- Note: Devices running Windows 10 must run Windows 10 Home, Pro, or Enterprise. S Mode is not supported.
- Windows 8 or 8.1
- Windows 7
- Ubuntu 12.04 or higher
- Mint 17.1 or higher
- Red Hat Enterprise Linux 6.4 or higher
- Oracle Linux 6.4 or higher
- CentOS 6.4 or higher
- Fedora 21 or higher
- OpenSUSE 13.2 or higher
- ArchLinux (64-bit only)

## Learning Materials

- Pre & Post Training Surveys
- Pre-Assessment
- Post-Assessment
- Reference and Training Guide
- Invitation
- Nametags
- Certificates
- Map of the local area

## III - E. MiZoomi Implementation Plan and Schedule



### Zoom Professional Development Training Workshop

#### New Teacher Institute Training

August 4-6, 2021

Governor Office Building, Room 450, 200 Madison St, Jefferson City, MO 65101

New Teacher Institute Training (NTI) is for new educators. The training design provides skills to make new teachers succeed in the classroom. NTI and MiZoomi creates a seven-day training to prepare industry leaders to become educators. The MiZoomi three-day training is a post-training offering. Industry leaders transition into the classroom with no teaching experience or training. Participants can earn three college credit hours towards their Career Education Temporary Authorization Certificate (TAC) or Career License to Teach Secondary students. Upon completion of MiZoomi participants will earn 6 Continuing Education Credits (CEU).

#### NTI members must possess one of the following qualifications:

- Bachelor's degree or higher from an accredited college or university and four thousand (4,000) hours of Department-approved, closely related occupational experience obtained within the past ten (10) years; or
- Associate's degree from an accredited college or university and five thousand (5,000) hours of Department-approved, closely related occupational experience within the past ten (10) years; or
- No degree and six thousand (6,000) hours of Department-approved, closely related occupational experience obtained within the past ten (10) years.

#### Facilities

MiZoomi training will take place at the Governor Office Building, Ballroom 450, 200 Madison St, Jefferson City, MO. The Governor Office Building is handicap accessible. Elevators and bathrooms are across the hall from the ballroom. The floor layout plan chosen for this training is Herringbone Seating Style. The maximum capacity would seat 100 people. The set up is 20 round tables with five chairs at each table. The front of the rooms would be set up with display screens and projectors. Ample space allows MiZoomi trainers to walk around while participants are working. During break-out sessions we will use rooms 315, 316, 460, and 470. This will allow participants to work within a quieter atmosphere for zoom meetings. Each of these rooms will also be set up in herringbone style.

## Equipment

MiZoomi trainers will set up audio and visual equipment at the front of the ballroom. MiZoomi has requested the following equipment: podium; sound system; microphones; laptops; webcam; projector; two large projection screens; and a table. Large screens, placed on each side at the front of the room, will provide visibility for participants. The Missouri Department of Elementary and Secondary Education, Office of College and Career Readiness will provide photocopies, sticky notes, pens, and small notepads.

## Access

As educators, we know that in order to design and implement an effective Zoom training, we must follow certain strategies to enhance learning opportunities for our Zoom participants. Concerns such as classroom environment, lighting, physical accommodations among others will be taken into consideration and implemented.

The Zoom training will take place under a pleasant environment; the lighting as well as the air conditioning will be adjusted according to the participants needs. Technology, including the monitors, as well as the sound will be tested before the training; extra devices will be on hand in case an electronic failure happens.

The classroom setting will be arranged in a way in which all the participants will have a clear view of the activities/explanation/visual aids being presented. Basic accommodation will be provided for students with physical challenges such as designated spaces for wheelchairs as well as access ramps. Special chairs will also be provided with easy mobility for participants who require this type of accommodations. The Zoom facilitators will implement available resources to accommodate participants who required special accommodations in advance.

## Resources

Zoom.us, MiZoomi trainers, New Teacher Institute, Governor Office Building, DESE supplies, Perkins funding, New Teacher Institute Budget.

## Materials

Each participant is required to bring a laptop or electronic device that is compatible with Zoom. Participants will need to have video and audio capability. Due to room layout participants are encouraged to bring extension cords and multiple plug-in cords.

## Budget

The Missouri Department of Elementary and Secondary Education, Office of College and Career Readiness receives Perkins V funding for training new teachers. Perkins V funding would cover the cost of personnel and staff involved in the MiZoomi training.

The Missouri Department of Elementary and Secondary Education (DESE) has a contract for usage of rooms at the Governor Office Building, with no extra charge. DESE will provide photocopies, name badges and basic office supplies.

Items not covered with Perkins V funding would include the t-shirts, and mugs. The New Teacher Institute budget would buy these items. Monies for these items come from sales of vendor booths. Vendors buy booths to set up with their products during the training.

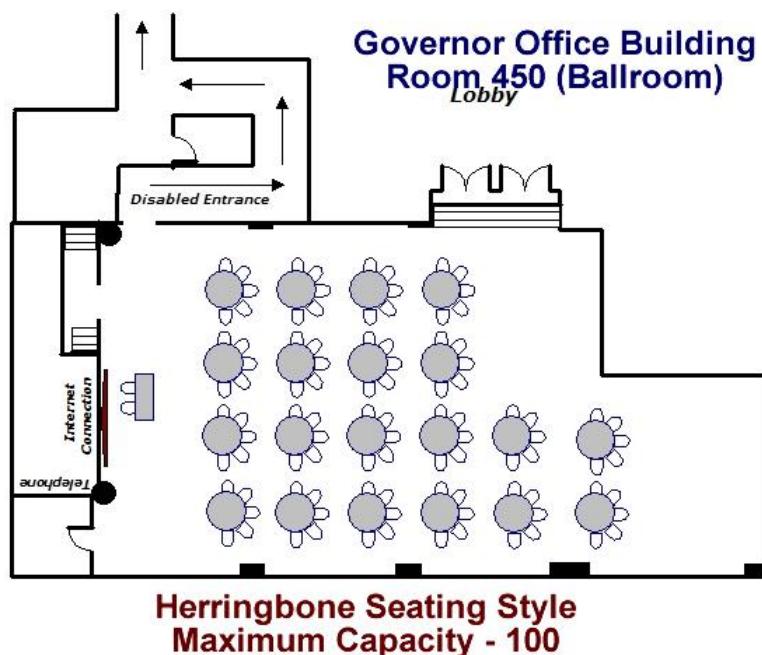
## Supports

IT staff at the Governor Office Building will be on hand to provide support. Participants will receive wi-fi passwords. The Governor Office Building is next to the Missouri Department of Elementary and Secondary Education (DESE) housed in the Jefferson Building. This will allow access to DESE staff for questions that may arise in specific areas of concern. The New Teacher Institute Staff and mentors will also be available for the workshop.

## Logistics

Location of the training is Jefferson City, MO. Jefferson City is central for my school districts. Jefferson City is accessible by travel. Having the training next to the Missouri Department of Elementary and Secondary Education reduces cost for any state staff in attendance. The Missouri Department of Elementary and Secondary Education has a contract for usage of rooms at the Governor Office Building, with no charge to MiZoomi. The Governor Office Building provides ample space needed for the MiZoomi Training. Many restaurants within walking distance downtown Jefferson City. Participants may find the coffee shop downstairs of the Governor Office Building convenient.

## Main Room Layout Logistics For Day One and Day Two



## Training Agenda/*Day 1*



**Wednesday, August 4, 2021**

8:00 - 8:30 a.m.	Registration - Carlos Medina, MiZoomi Trainer
8:30. - 8:45 a.m.	Introduction of MiZoomi Trainers - <i>Megan Lamkins, MiZoomi Manager</i>
8:45 - 9:45 a.m.	Sign up for Zoom - <i>Angela Jarecki, MiZoomi Trainer</i> Participants will Download and install Zoom client, Set-up and authentication of account, Checking audio and Visual Equipment
9:45 - 10:00 a.m.	Zoom Settings and Functions - <i>Minjion Jones, MiZoomi Trainer</i> Time limits, Recording Meetings
10:00 -10:15 a.m.	Break
10:15 - 10:45 a.m.	Schedule Meetings & Invite - <i>Carlos Medina, MiZoomi Trainer</i> Schedule meetings, Invite others to join the meeting
10:45- 11:30 a.m.	Group Zoom Meeting - <i>Solveig Lassen-Greene, MiZoomi Trainer</i> Join meeting, Waiting Room
11:30 a.m. - 1:00 p.m.	Lunch
1:00 p.m. - 1:15 p.m.	Demonstrate Advanced Features #1-4 - <i>Linda Stinson, MiZoomi Trainer</i> Mute audio, turn off video, display names, Virtual backgrounds
1:15 - 2:00 p.m.	Practice Advanced Features #1-4 in Small Groups, <i>All MiZoomi Trainers</i>
2:00 - 2:15 p.m.	Break
2:15 - 2:45	Demonstrate Advanced Features #5-8 - <i>Angela Jarecki, MiZoomi Trainer</i> Touch-Up my appearance, Record, Share screen, Whiteboard
2:45 - 3:45 p.m.	Practice Advanced Features #5-8 in Small Groups, <i>All MiZoomi Trainers</i>
3:45 - 4:00 p.m.	Questions and Answers Wrap-Up, <i>Megan Lamkins, MiZoomi Manager</i>

## Training Agenda/Day 2



**Thursday, August 5, 2021**

8:00 - 8:30 a.m.	Registration - Carlos Medina, MiZoomi Trainer
8:30 - 8:45 a.m.	Demonstrate Advanced Features #9-12, <i>Minjon Jones, MiZoomi Trainer</i> Break out Rooms Set-up and re-entry, Zoom controls, Zoom Keyboard Shortcuts, Remote Support
8:45 - 9:45 a.m.	Practice Advanced Features #9-12 in Small Groups, <i>All MiZoomi Trainers</i>
9:45 - 10:00 a.m.	Demonstrate Advanced Features #13-16, <i>Megan Lankins, MiZoomi Manager</i> Camera Control, Security Tools, Show a “Join from your browser” link, Invitation languages
10:00 - 10:15 a.m.	Break
10:15 -11:15 a.m.	Practice Advanced Features #13-16 in Small Groups, <i>All MiZoomi Trainers</i>
11:15 - 11:30 a.m.	Question and Answer Wrap-up for 16 Advanced Zoom Techniques, <i>Megan Lamkins, MiZoomi Manager</i>
11:30 a.m. - 1:00 p.m.	Lunch
1:00 - 1:30 p.m.	Best Practice and Zoom Etiquette, <i>Solveig Lassen-Greene, MiZoomi Trainer</i>
1:30 - 2:15 p.m.	Creating Your Classroom Best Practice and Zoom Etiquette, <i>All MiZoomi Trainers</i>
2:15 -2:30 p.m.	Break
2:00 - 2:30 p.m.	Live Streaming You Meeting, <i>Linda Stinson, MiZoomi Trainer</i>
2:30 - 3:15 p.m.	Building Community Within a Zoom Meeting, <i>Carlos Medina, MiZoomi Trainer</i>
3:15 - 3:45 p.m.	Integration Connecting Zoom to your Workflow, <i>Angela Jarecki, MiZoomi Trainer</i>
3:45 - 4:00 p.m.	Questions and Answers Wrap-Up, <i>Minjon Jones, MiZoomi Manager</i>

## Training Agenda/*Day 3*



**Friday, August 6, 2021**

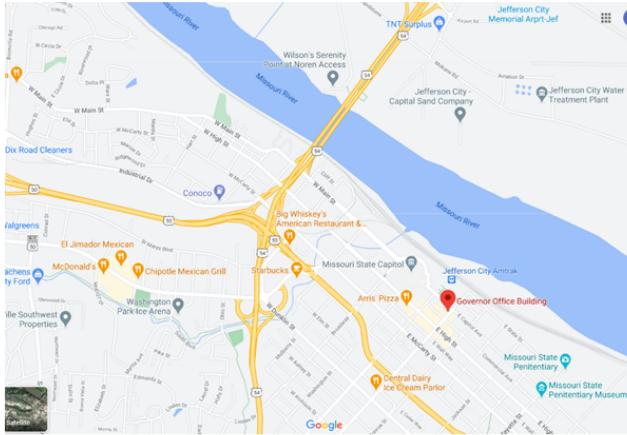
8:00 - 8:30 a.m.	Registration - Carlos Medina, MiZoomi Trainer
8:30 - 9:30 a.m.	MiZoomi Participants Design Sessions Participants will lead a Zoom on choice topic
9:30 - 9:45 a.m.	Break
9:45 - 10:45 a.m.	Continuation MiZoomi Participants Design Sessions Participants will lead a Zoom on choice topic
10:45 - 11:00 a.m.	Questions and Answers
11:00 - 11:30 a.m.	Certificates and Completion
11:30 a.m. - 1:00 p.m.	Lunch
1:00 - 3:00 p.m.	Sign-up for additional one-on-one or small group help

## Parking Map

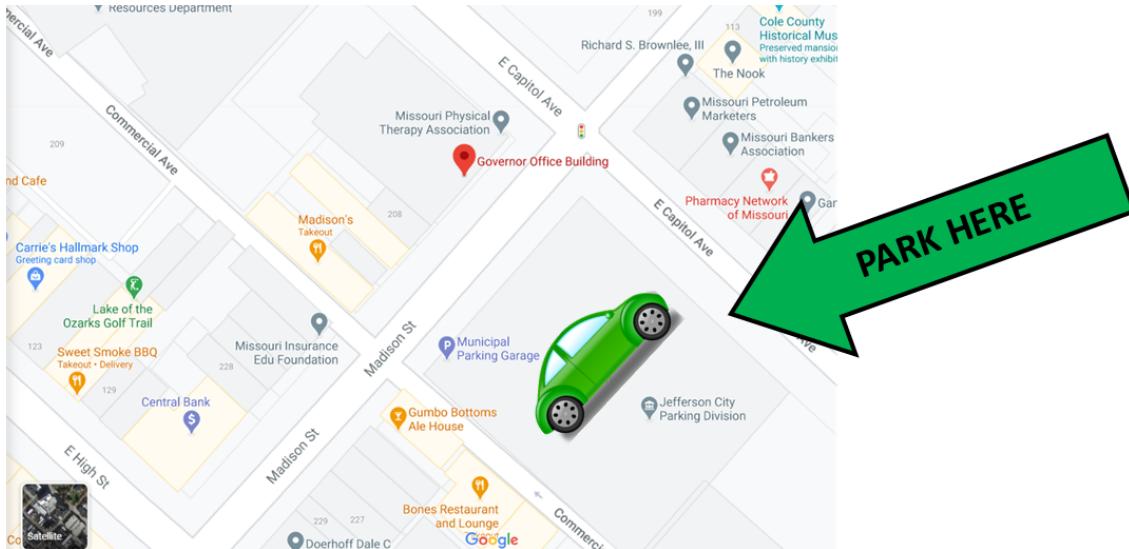
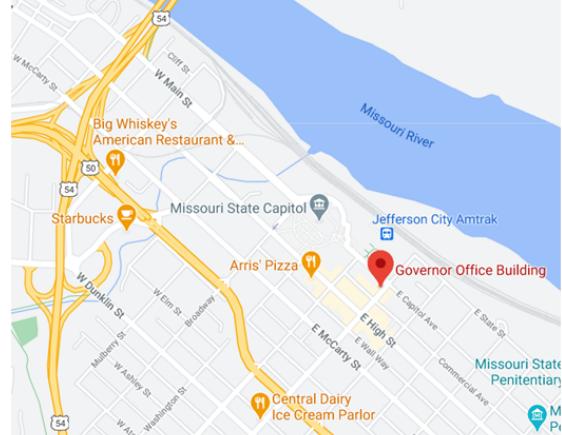
### Governor Office Building

200 Madison St, Jefferson City, MO 65101

Overview of where the Governor Office Building is located.



Closer view of where the Governor Office Building is located.



**Best place to park?** The best place to park is in the paid parking Municipal Parking Garage across the street from the Governor Office Building. Daily Parking Rate: \$0.50/hour for first 2 hours, \$1.00/hour thereafter, \$6.00 max per day

Parking meters are available but you must move to a different block every two hours.

**Beware!** Parking tickets are common in the downtown area.

#### Driving

Please allow extra driving time in the morning. The traffic on 54 at the stoplights are very busy.

Highway 50 is also called the Rex M. Whitton Expressway.

#### Capital Complex Parking Map

<https://oa.mo.gov/facilities/facilities-operations/capitol-complex/capitol-complex-parking-map>

# Appendix A

## A.1 Needs Analysis: *Sample Surveys*

### Sample Survey for Stakeholders

**1. What duties related to Zoom will your teacher be expected to perform?**

- Lead online classes  Join and host staff meetings  Teach full lessons using Zoom whiteboard  
 Teach Full Lessons Using Breakout Rooms

**2. What classes will your teacher be in charge of instructing in the upcoming year?**

**3. How many students do you foresee being enrolled in this teacher's class?**

**4. How many classes will your teacher(s) be holding online?**

**5. Does your school have tech support that will be able to help with connectivity issues? Troubleshoot?**

**6. What are you hoping that your teacher(s) will learn by taking this training course?**

- Confidence in Using Zoom as Teacher Tool  Successful in Running a Zoom Class  
 Be a Contact Person for Zoom  Training Other Career Technical Educators

### Sample Survey for students

**1. In the last year have you taken online courses?**

**2. If you did, what were some things that worked well? Did not work so well?**

**3. Was connectivity ever an issue?**

**4. If you took part in an online class, did you enjoy the level of interaction you had with the instructor?**

**5. Do you have any suggestions for improving interaction in an online course?**

### Sample Survey for parents

**1. In the last year have any of your children taken part in online courses?**

**2. From your perspective, did the online training seem successful?**

**3. What made it successful?**

**4. What was problematic?**

**5. Did your child voice frustration with any part of their online courses? If they did, were there issues that either the instructor or you were able to address?**

# Appendix A

## A.2 Task Analysis: *Sample Training Material*

### Link to MiZoomi Reference Guide

[MiZoomi Reference Guide](#)

### A.3 Formative Evaluation: Assets

Example of name tag used for formative evaluation:



## A.4 Summative Evaluation: Surveys

### Key Summative Evaluation Questions

1. Do you feel that the Zoom training was worth your time? Please explain your answer.
2. Did you think that it was successful? Why or why not?
3. What do you think were the biggest strengths and weaknesses of the training?
4. Did you like the Governor's Office Building? Why or why not?
5. How do you feel about the presentation style?
6. Did the Zoom training session accommodate your personal learning style?
7. Were the training activities engaging?
8. What were the three most important things that you learned from the Zoom training?
9. What would you change about the training, if anything, and why?

### Participant Post E-mail Survey

1. Have you applied anything from the Zoom training in your job?
2. If so, what features and how?
3. If not, why not? What support might you need to apply what you learned?
4. Could you teach your new skills to someone else?

## A.5 Learner Analysis: *Learner Analysis Pre-Training Survey Link:*

### [Learner Analysis Pre-Training Survey](#)



#### **Learner Analysis Pre-Training Survey Questions**

##### **1. What Career Technical Education class will you be teaching?**

##### **2. What is your educational background?**

\_High School Diploma \_GED or Equivalent \_Some College \_ Associates Degree

\_Bachelors Degree \_Masters Degree or Above

##### **3. Which of the following categories best applies to you:**

- Bachelor's degree or higher from an accredited college or university and four thousand (4,000) hours of Department-approved, closely related occupational experience obtained within the past ten (10) years;
- Associate's degree from an accredited college or university and five thousand (5,000) hours of Department-approved, closely related occupational experience within the past ten (10) years;
- No degree and six thousand (6,000) hours of Department-approved, closely related occupational experience obtained within the past ten (10) years;

##### **4. As a part of your work, do you regularly use a computer?**

\_Yes, Daily \_Often Occasionally \_ Only When I Have To \_Never

##### **5. How would you rank your computer skill/comfort level?**

\_Beginner \_Moderate \_Advanced

##### **6. What platform/operating system are you most comfortable working with?**

\_Microsoft Windows \_Mac \_IPad \_Linux \_I am not sure \_none

**7. Why are you training to learn Zoom?**

\_To host online classes \_To join staff meetings \_Other

**8. Have you used a platform similar to Zoom before? Examples: Google Meets, Microsoft Teams**

\_Yes \_maybe \_no

**9. When/how often will you be expected to use the Zoom platform as part of your job?**

\_Daily \_4-6 times a week \_2-3 times a week \_once a week \_never

**10. Do you consider yourself an introvert or an extrovert?**

\_Introvert \_Extrovert \_Not sure

**11. How would you rank the appeal of the following teaching methods?**

\_Hands-on training \_Watching how-to videos \_Written directions \_Picture directives

**12. Do you have access to a computer that has the following specs to bring to training?**

- A stable internet connection (broadband wired or wireless LTE/3G)
- Speakers and a microphone – built-in, USB plug-in, or wireless Bluetooth
- A webcam or HD webcam - built-in, USB plug-in, or:
- An HD cam or HD camcorder with a video-capture card
- Virtual camera software for use with broadcasting software like OBS or IP cameras

Note: For macOS, Zoom client 5.1.1 or higher is required.

**13. Do you have any disabilities, special requirements or dietary restrictions that we should be aware of?**

## A.6 Materials for Training Program or Learning System: *Slideshow*

Link for slideshow:

[MiZoomi Slide Show](#)



**9:45 - 10:00 a.m.**  
Demonstrate Advanced Features,  
Camera Control, Security Tools, Show a "Join from  
Your Browser" Link, Invitation Languages  
*Megan Lamkins*

MiZoomi 20



**MiZoomi Morning**  
Wednesday, August 4, 2021

8:00 - 8:30 a.m. Registration - Carlos Medina  
8:30 - 8:45 a.m. Introduction of Trainers - Megan Lamkins  
8:45 - 9:45 a.m. Sign up for Zoom - Angela Jarecki  
9:45 - 10:00 a.m. Zoom Settings & Functions - Minjon Jones  
10:00 - 10:15 a.m. Break  
10:15 - 10:45 a.m. Schedule Meetings & Invite - Carlos Medina  
10:45 - 11:30 a.m. Group Zoom Meeting, Join meeting, Wait Room, Entry - Solveig Lassen-Greene  
11:30 a.m. - 1:00 p.m. Lunch

MiZoomi 2



**Morning Break**  
15 minutes

Figure 7. White disposable coffee cup on a concrete ledge.

MiZoomi 35

**Questions?**



How long can each meeting last?  
Mirjam Nilsson

Is there a limit on the number of participants in breakout rooms?  
Alexander Martensson

Does the host control all microphones in the meeting?  
Ian Hansson

Figure 7. Three speech boxes with colored quotation marks.

MiZoomi 10



**Questions  
Answers  
Wrap-up**

Figure 8. Large, white, 3D question mark.



**Lunch 11:30 - 1:00**  
90 minutes

Figure 9. Two ladies drinking coffee and looking at a laptop screen.

MiZoomi 11

# Appendix B

## *Online Registration Form (part A)*

**Date:** April 13, 2021

**From:** MiZoomi Training Institute

**To:** Administration

**Subject:** MiZoomi Training

### **Zoom Professional Development Training Workshop**

#### **New Teacher Institute Training**

**August 4-6, 2021**

**Governor Office Building, Room 450, 200 Madison St, Jefferson City, MO 65101**

New Teacher Institute Training (NTI) is for new educators. The training design provides skills to make new teachers succeed in the classroom. NTI and MiZoomi creates a seven-day training to prepare industry leaders to become educators. The MiZoomi three-day training is a post-training offering. Industry leaders transition into the classroom with no teaching experience or training. Participants can earn three college credit hours towards their Career Education Temporary Authorization Certificate (TAC) or Career License to Teach Secondary students. Upon completion of MiZoomi participants will earn 6 Continuing Education Credits (CEU).

**NTI members must possess one of the following qualifications:**

- Bachelor's degree or higher from an accredited college or university and four thousand (4,000) hours of Department-approved, closely related occupational experience obtained within the past ten (10) years; or
- Associate's degree from an accredited college or university and five thousand (5,000) hours of Department-approved, closely related occupational experience within the past ten (10) years; or
- No degree and six thousand (6,000) hours of Department-approved, closely related occupational experience obtained within the past ten (10) years.

Please consider enrolling your staff to be part of MiZoomi Training. Enroll by emailing the fillable pdf application attached and sending to Linda Stinson by July 1, 2021.

**Linda Stinson**, Supervisor / MiZoomi / 573-751-7864

**Missouri Department of Elementary & Secondary Education**

Office of College & Career Readiness

P.O. Box 480 / Jefferson City, MO 65102

Linda.Stinson@dese.mo.gov / dese.mo.gov



*Online Registration Form (part B)***Zoom Professional Development Training Workshop**

Wednesday, August 4 thru Friday, August 6, 2021

**Registration Form**

Open to all New Teacher Institute participants.  
Limited to the first 50 registrants.

Name: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Permanent (Home) Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Permanent (Home) E-mail Address: \_\_\_\_\_

Name of School: \_\_\_\_\_ School County-District Code: \_\_\_\_\_

School Phone: \_\_\_\_\_

School Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

School E-mail Address: \_\_\_\_\_

A confirmation notice will be sent via e-mail to the e-mail address provided on the registration form.

Please complete and mail the registration form by **July 1, 2021**.

**Send registration to:**

Linda Stinson, Department of Elementary and Secondary Education,  
MiZoomi, P.O. Box 480, Jefferson City, MO 65102  
**Phone:** 573-751-6878 **E-mail:** [linda.Stinson@dese.mo.gov](mailto:linda.Stinson@dese.mo.gov)

Participants will earn 6 Continuing Education Credits (CEU) upon completion of the three day training.

## B.2 Training Agenda/Day 1



**Wednesday, August 4, 2021**

8:00 - 8:30 a.m.	Registration - Carlos Medina, MiZoomi Trainer
8:30. - 8:45 a.m.	Introduction of MiZoomi Trainers - <i>Megan Lamkins, MiZoomi Manager</i>
8:45 - 9:45 a.m.	Sign up for Zoom - <i>Angela Jarecki, MiZoomi Trainer</i> Participants will Download and install Zoom client, Set-up and authentication of account, Checking audio and Visual Equipment
9:45 - 10:00 a.m.	Zoom Settings and Functions - <i>Minjion Jones, MiZoomi Trainer</i> Time limits, Recording Meetings
10:00 -10:15 a.m.	Break
10:15 - 10:45 a.m.	Schedule Meetings & Invite - <i>Carlos Medina, MiZoomi Trainer</i> Schedule meetings, Invite others to join the meeting
10:45- 11:30 a.m.	Group Zoom Meeting - <i>Solveig Lassen-Greene, MiZoomi Trainer</i> Join meeting, Waiting Room
11:30 a.m. - 1:00 p.m.	Lunch
1:00 p.m. - 1:15 p.m.	Demonstrate Advanced Features #1-4 - <i>Linda Stinson, MiZoomi Trainer</i> Mute audio, turn off video, display names, Virtual backgrounds
1:15 - 2:00 p.m.	Practice Advanced Features #1-4 in Small Groups, <i>All MiZoomi Trainers</i>
2:00 - 2:15 p.m.	Break
2:15 - 2:45	Demonstrate Advanced Features #5-8 - <i>Angela Jarecki, MiZoomi Trainer</i> Touch-Up my appearance, Record, Share screen, Whiteboard
2:45 - 3:45 p.m.	Practice Advanced Features #5-8 in Small Groups, <i>All MiZoomi Trainers</i>
3:45 - 4:00 p.m.	Questions and Answers Wrap-Up, <i>Megan Lamkins, MiZoomi Manager</i>

## Training Agenda/Day 2



**Thursday, August 5, 2021**

8:00 - 8:30 a.m.	Registration - Carlos Medina, MiZoomi Trainer
8:30 - 8:45 a.m.	Demonstrate Advanced Features #9-12, <i>Minjon Jones, MiZoomi Trainer</i> Break out Rooms Set-up and re-entry, Zoom controls, Zoom Keyboard Shortcuts, Remote Support
8:45 - 9:45 a.m.	Practice Advanced Features #9-12 in Small Groups, <i>All MiZoomi Trainers</i>
9:45 - 10:00 a.m.	Demonstrate Advanced Features #13-16, <i>Megan Lankins, MiZoomi Manager</i> Camera Control, Security Tools, Show a “Join from your browser” link, Invitation languages
10:00 - 10:15 a.m.	Break
10:15 -11:15 a.m.	Practice Advanced Features #13-16 in Small Groups, <i>All MiZoomi Trainers</i>
11:15 - 11:30 a.m.	Question and Answer Wrap-up for 16 Advanced Zoom Techniques, <i>Megan Lamkins, MiZoomi Manager</i>
11:30 a.m. - 1:00 p.m.	Lunch
1:00 - 1:30 p.m.	Best Practice and Zoom Etiquette, <i>Solveig Lassen-Greene, MiZoomi Trainer</i>
1:30 - 2:15 p.m.	Creating Your Classroom Best Practice and Zoom Etiquette, <i>All MiZoomi Trainers</i>
2:15 -2:30 p.m.	Break
2:00 - 2:30 p.m.	Live Streaming You Meeting, <i>Linda Stinson, MiZoomi Trainer</i>
2:30 - 3:15 p.m.	Building Community Within a Zoom Meeting, <i>Carlos Medina, MiZoomi Trainer</i>
3:15 - 3:45 p.m.	Integration Connecting Zoom to your Workflow, <i>Angela Jarecki, MiZoomi Trainer</i>
3:45 - 4:00 p.m.	Questions and Answers Wrap-Up, <i>Minjon Jones, MiZoomi Manager</i>

## *Training Agenda/Day 3*



**Friday, August 6, 2021**

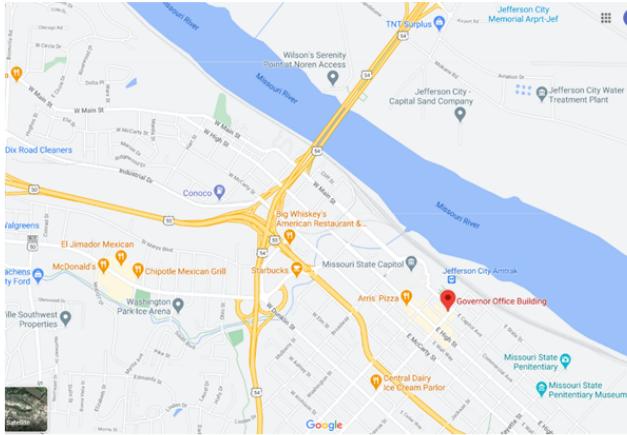
8:00 - 8:30 a.m.	Registration - Carlos Medina, MiZoomi Trainer
8:30 - 9:30 a.m.	MiZoomi Participants Design Sessions Participants will lead a Zoom on choice topic
9:30 - 9:45 a.m.	Break
9:45 - 10:45 a.m.	Continuation MiZoomi Participants Design Sessions Participants will lead a Zoom on choice topic
10:45 - 11:00 a.m.	Questions and Answers
11:00 -11:30 a.m.	Certificates and Completion
11:30 a.m. - 1:00 p.m.	Lunch
1:00 - 3:00 p.m.	Sign-up for additional one-on-one or small group help

## B.3 Map of Governor Office Building and parking

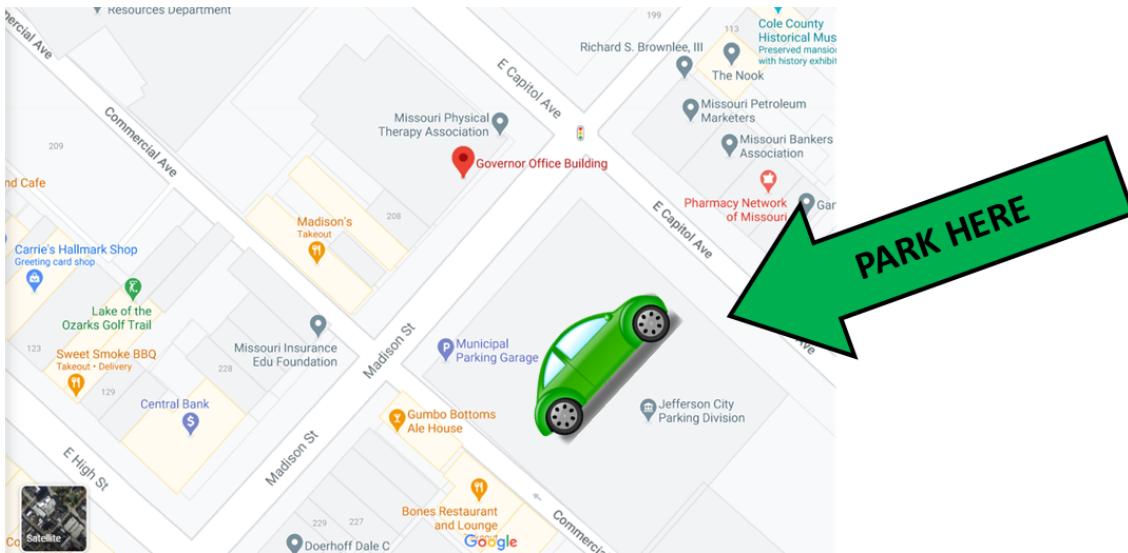
### Governor Office Building

200 Madison St, Jefferson City, MO 65101

Overview of where the Governor Office Building is located.



Closer view of where the Governor Office Building is located.



**Best place to park?** The best place to park is in the paid parking Municipal Parking Garage across the street from the Governor Office Building. Daily Parking Rate: \$0.50/hour for first 2 hours, \$1.00/hour thereafter, \$6.00 max per day

Parking meters are available but you must move to a different block every two hours.

**Beware!** Parking tickets are common in the downtown area.

#### Driving

Please allow extra driving time in the morning. The traffic on 54 at the stoplights are very busy.

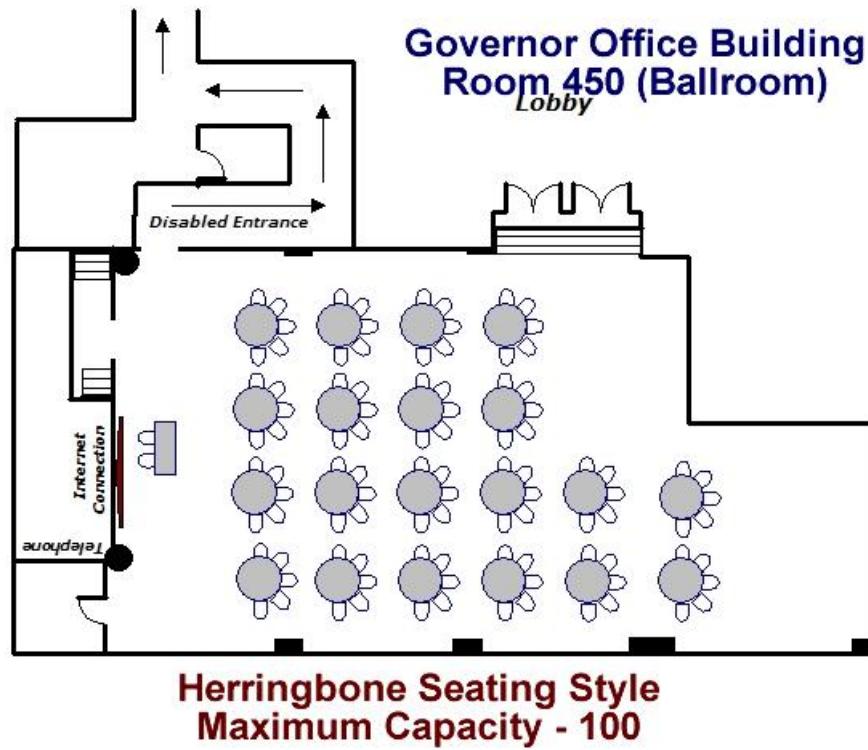
Highway 50 is also called the Rex M. Whitton Expressway.

#### Capital Complex Parking Map

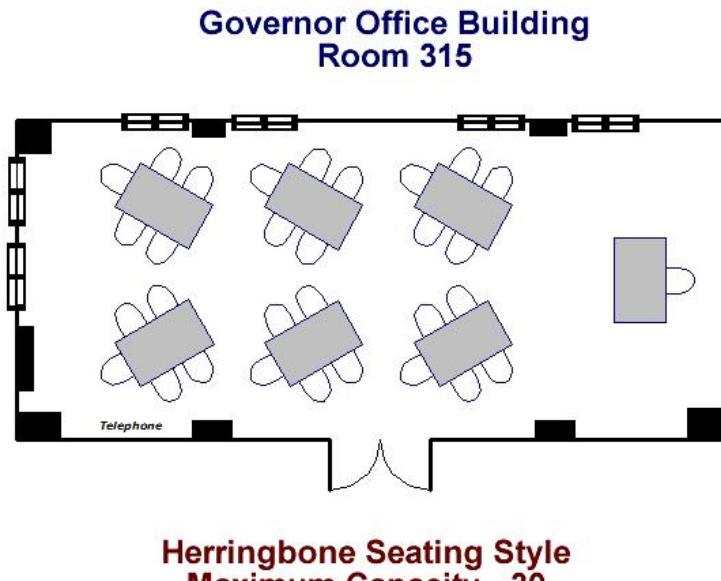
<https://oa.mo.gov/facilities/facilities-operations/capitol-complex/capitol-complex-parking-map>

## B.4 Room Layouts A (main and breakout room)

### Main Room Layout Logistics

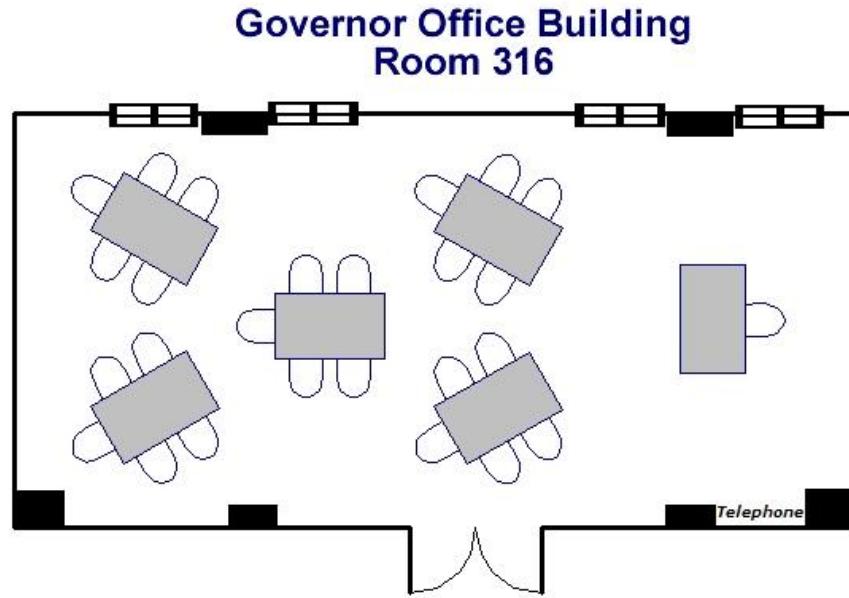


### Breakout Rooms for Mini Groups

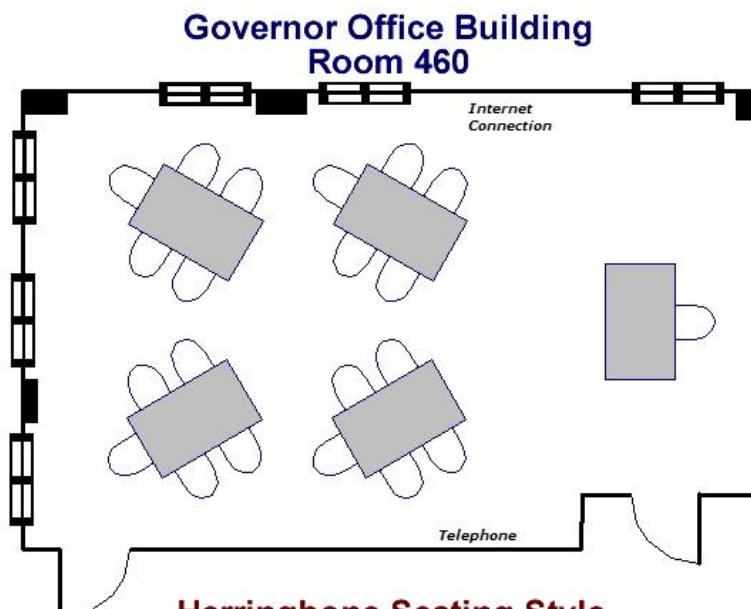


## *Room Layouts B (breakout rooms)*

### **Breakout Rooms for Mini Groups**



**Herringbone Seating Style  
Maximum Capacity - 25**

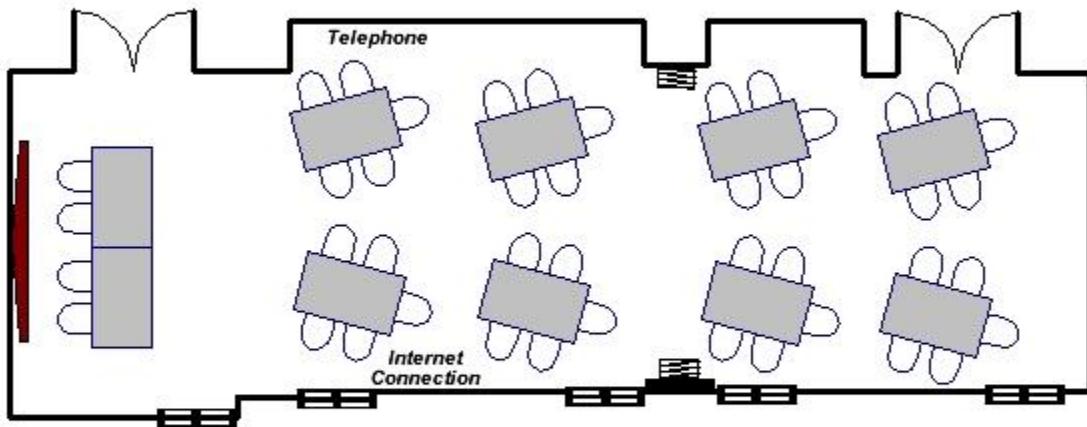


**Herringbone Seating Style  
Maximum Capacity - 20**

## *Room Layout C (breakout room)*

### **Breakout Rooms for Mini Groups**

#### **Governor Office Building Room 470**



**Herringbone Seating Style  
Maximum Capacity - 40**

## B.5 Restaurant Locator Map for Lunch Breaks

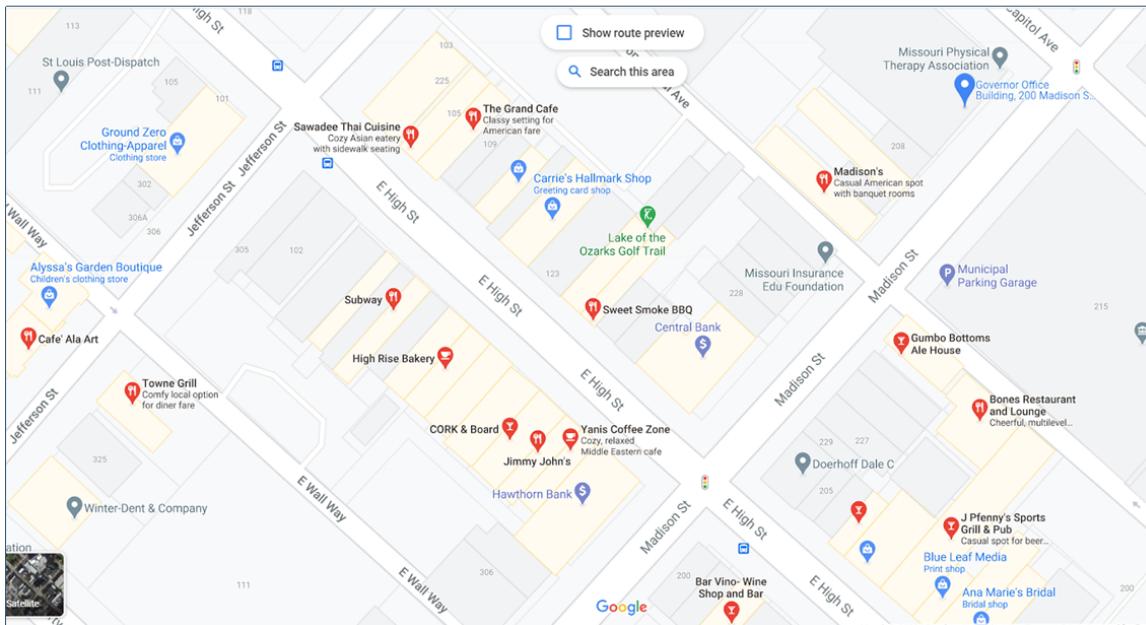
# MiZoomi

LEARNING ACCELERATED

Restaurant			
Aris' Pizza Palace Website Details Map it <a href="#">Call (573) 633-9225</a>	Bones Restaurant Website Details Map it <a href="#">Call 573-636-8955</a>	Capital City CORK and Provisions Website Details Map it <a href="#">Call 573-632-3675</a>	Cork & Board Website Details Map it <a href="#">Call 373-633-3643</a>
La Chica Loca, LLC Website Details Map it <a href="#">Call 573-633-3100</a>	Madison's Cafe Website Details Map it <a href="#">Call 573-634-2988</a>	Prison Brews Website Details Map it <a href="#">Call 573-635-0678</a>	Revel Catering & Events Website Details Map it <a href="#">Call 573-636-0923</a>
Sapphires Restaurant & Lounge Details Map it <a href="#">Call 573-6324144</a>	Spectators Sports Bar & Grill Website Details Map it <a href="#">Call 573-632-9700</a>	Sweet Smoke BBQ Website Details Map it <a href="#">Call 573-527-5900</a>	The Grand Cafe Website Details Map it <a href="#">Call 573-635-7842</a>
Towne Grill Details Map it <a href="#">Call 573-6360720</a>	Yo Tacos Website Details Map it <a href="#">Call 573-644-7581</a>		

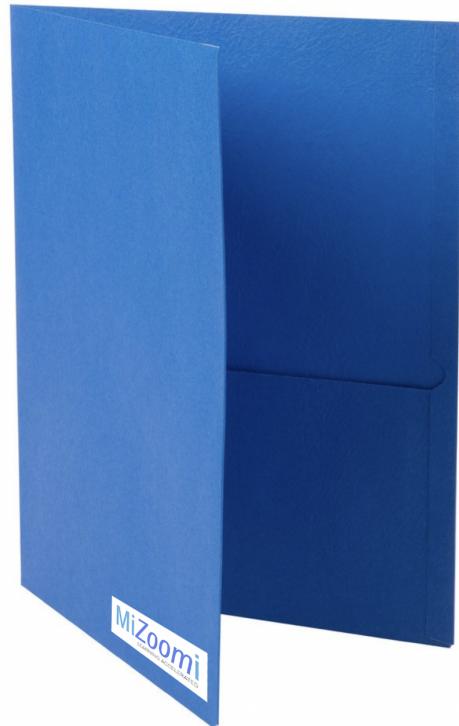


## Restaurant Guide



<https://www.downtownjeffersoncity.com/dine-downtown-jefferson-city>

## B.6 Assets/Giveaways



**B.7 Certificate of Completion**

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